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ABSTRACT

Nassau (New York) Community College's Leadership Opportunity in Science and Humanities Education grant began in January 1993 and ended June 1996. The project consisted of three components: (1) seminars that brought faculty members from different departments together to help develop and teach three multidisciplinary courses; (2) workshops which facilitated "learning communities" between sciences and humanities students; and (3) the development of a new liberal arts course of study, focusing on learning communities and multidisciplinary courses. These seminars and courses, which may become general education requirements at the college, conveyed the faculty's integrative perspective to students. As faculty taught the three multidisciplinary courses, they assisted students in drawing contrasts and comparisons between disciplines. Learning communities fostered this analysis, and continue to thrive at the college even after the project's end. Based on student evaluation and budget results, the project has proven to be a successful and cost-effective means of integrating disciplines and enhancing education and curriculum. Contains extensive appendices that contain sample fliers, newsletters, surveys, and other project-related materials. (YKH)

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Education for the 21st Century: Multidisciplinary General Education Liberal Arts Project in Science and the Humanities

Final Report: Fund for the Improvement of Postsecondary Education

Linda Schneider

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Title Page

Leadership Opportunity in Science and Humanities Education

FINAL REPORT

Institution: Nassau Community College

Grant Number: P116K20076-92A

Project Title: Education for the 21st Century: Multidisciplinary General Education Liberal Arts Project in Science and the Humanities

Project Director

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Certification by Authorizing Official

The applicant certifies to the best of his/her knowledge and belief that the data in this report are true and correct and that the filing of this report has been duly authorized by the governing body of the applicant.

DR. WILLIAM A. ATKINS

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ASSOCIATE DEAN FOR ACADEMIC AFFAIRS (516) 572-7126

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Signature

9-30-96

Date

FINAL REPORT SEPTEMBER, 1996

Introduction

Nassau Community College's Leadership Opportunity in Science and Humanities Education grant began January 1, 1993 and, with a one-semester no-cost extension, ended June 30, 1996. The grant proved a wonderful opportunity for the College to advance faculty education, to develop new multidisciplinary courses, to create a thriving Learning Communities program, and to motivate evaluation and revision of general education requirements for all students. We consider that the goals of the project have been met and that the project has succeeded beyond expectation as a catalyst for new projects in faculty education and curriculum development. Furthermore, we believe that this has been a strikingly cost-effective project. A high level of activities has been provided with grant funds and large numbers of faculty and students have been involved.

The project was planned with three distinct components:

1) **Faculty seminars** to develop **three new multidisciplinary courses** and train instructors as multidisciplinary teachers of those courses;
2) **workshops** and other activities to prepare and coordinate **learning communities** linking courses in the sciences and humanities; and
3) development of a new **liberal arts course of study** to feature learning communities and multidisciplinary courses.

From its inception, NCC's project has been characterized by an unusual degree of complexity, since it comprises several different component parts, each intended to advance a different aspect of integrating the sciences and humanities. At the start, we experienced some anxiety at the prospect of attempting to work simultaneous on so many different fronts, but now, at the end of the grant period, we are very pleased with our results. The different components of the project did indeed address the integration of the sciences and humanities in different ways, and because we were able to involve so many faculty members in the project, it did prove possible to carry out all our planned activities (with some modifications). Our activities helped us to clarify what it means to "integrate the science and humanities."

The first aspect of the project - its **faculty seminars** - took a **topical approach** to integrating the sciences and humanities by bringing together faculty members from many different departments to work jointly on topics that were multidisciplinary by nature, that could not be fully addressed within the bounds of any one disciplinary, or of the sciences or humanities exclusively. The **multidisciplinary courses** developed by these faculty seminars bring their integrative perspective to students. We see the multidisciplinary seminars and courses as developing **general education** at the College

- knowledge and critical inquiry that transcend disciplinary divisions and which all educated persons can be expected to possess, regardless of their field of special expertise.

The **learning communities** approached "integrating the sciences and humanities" from the point of view of the disciplines. Here our effort was to juxtapose or contrast **disciplinary knowledge** in the sciences (and mathematics), humanities and social sciences. We asked faculty to consider what makes their discipline distinctive, what is its particular perspective and mode of inquiry, so that in teams of three they could help students make **contrasts and comparisons** between the disciplines studied in three **linked courses**.

The **liberal arts curricula** we are now involved in designing all have as their goal to offer students a balanced selection of courses, so that they are introduced to the sciences (and mathematics), the humanities and the social sciences, so that some of their courses stress the distinctiveness of disciplines and some of their courses present integrative topics drawing on both the sciences and the humanities.

All of us involved in the project have achieved new insight into the nature of the sciences and the humanities. We understand our our disciplines better as we seek to explain them to colleagues and to students and we have a clearer vision of how to link the sciences and humanities in order to study a variety of exciting and important topics.

The Faculty Seminars

With grant funding we provided 12 faculty seminars over a period of 6 semesters. For each of the 12 seminars, four faculty members, plus one seminar leader received 3 hours of reassigned time. A number of additional faculty members participated in seminars without reassigned time. In order to maximize involvement of NCC faculty, seminar participants were not pre-selected in the grant-planning stage. Rather, applications were sent out each semester to all College faculty inviting them to apply for membership in the next semester's seminars. Many faculty members who were not initially interested in the project decided to apply as the grant progressed and they heard positive things about the seminars. (See Appendix A, Seminar Application) This procedure also made it possible to include new faculty.

In order to include as many participants as possible, we followed a policy of giving an individual seminar participant reassigned time only once during the duration of the grant, so faculty who wished to take additional seminars did so without reassigned time. We tried to select faculty from a wide variety of science and humanities and technology departments, and this was a hardship for English Department faculty. The English Department is by far the largest department at the College and English faculty could have filled all seminars. As a result, many English

faculty took seminars without reassigned time. The list of seminar participants is as follows:

Spring 1993

Studies in World Cultures

Linda Schneider (Sociology), Seminar Leader
Marquita James (History)
Mahadev Kumbar (Chemistry)
Julio Marzan (English)
Trude Ruchman (Student Personnel Services)
Arnold Silverman (Sociology)
Norman Spencer (English)

Major Ideas in the Postmodern World

Joan Sevick (English), Seminar Leader
Gerry Etra (Biology)
Barry Fruchter (English)
Bernard Gorman (Psychology)
Linda Susman (Communications)
Meta Plotnik (English)

Fall, 1993

Major Ideas in the Postmodern World

Joan Sevick (English), Seminar Leader
Jeffrey Fox (Music)
Susan Jasko (Communications)
Ron Lieber (English)
Pat O'Beirne (Marketing)

Issues in Science, Technology and Society

Linda Schneider (Sociology), Seminar Leader
Meta Plotnik (English)
Arnold Peltzer ((Physics)
John Remo (Physical Science)
Bob Rosenfeld (Math)
Jeffrey Rosenfeld (Sociology)

Spring, 1994

Issues in Science, Technology and Society

John Remo (Physical Science), Seminar Leader
Susan Gubernat (English)
Vera Konig (Health and Physical Education)
Diane Kramer (Psychology)
Jane Brody (Nursing)
John Tanacredi (Physical Science)

Studies in World Cultures

Linda Schneider (Sociology), Seminar Leader
Laura Sidorowicz (Psychology)
Pramila Venkateswaran (English)
Rafael Marino (Math)
Kitty Chen Dean (English)

Fall, 1994

Studies in Science, Technology and Society

John Remo (Physical Science), Seminar Leader
Wayne Drapeau (Marketing)
Cheryl Fish (English)
Marion Parrish (English)
Rochelle Meyer (Math)
Ruth Silverman (Sociology)

Major Ideas in the Postmodern World

Joan Sevick (English), Seminar Leader
Laurel Brett (English)
Margueritte Ehlen (Marketing)
Anna Katsavos (English)
Catherine Kelly (Biology)

Spring, 1995

Studies in World Cultures

Linda Schneider (Sociology), Seminar Leader
Greg Arend (Marketing)
Ronna Feit (Foreign Language)
Ralph Nazareth (English)
Diane Mader (Communications)

Major Ideas in the Postmodern World

Joan Sevick (English), Seminar Leader
Wesley Doody (Biology)
Julia Giordano (English)
Joan Gordon (English),
Tanya Lowenstein (Marketing)

Fall, 1995

Studies in World Cultures

Linda Schneider (Sociology), Seminar Leader
Melanie Hammer (Reading)
Martin LoMonaco (Communications)
Maria Mann (Foreign Language)
Hedda Marcus (English)
Meta Plotnik (English)
Toby Bird (English)

Issues in Science, Technology and Society

Bob Rosenfeld (Math), Seminar Leader
Margaret Smith (Accounting)
Anna Desharnais (Nursing)
Jennifer Hecht (History)
Julio Marzan (English)

Faculty Development

A total of 55 faculty members from 19 departments participated in the seminars. This number must be seen in the context of NCC's very large size: the student body is approximately 22,000 and the faculty is over 600. But since this grant followed an earlier NEH grant for faculty seminars, attended by an additional 45 faculty members, a very significant 1 in 6 faculty members has now participated in a multidisciplinary faculty seminar. In some departments, close to half of all faculty have participated. Over the past 8 years, we have seen a cumulative positive impact of faculty participation. So often, particularly in a large college, faculty get to know others outside their departments only in the context of college committee work - debates about parking, advisement procedures or admissions requirements. The seminars provided an opportunity for intellectual interaction among faculty. The chance to get to know others intellectually and learn something about their fields of study was greatly appreciated. We also saw the intellectual climate on campus change during the 8 years, from one which was "turfy" and suspicious of multidisciplinary work, to a climate in which multidisciplinary study was widely accepted and NCC's investment in multidisciplinary curricula was spoken of with pride.

We think the structure and organization of faculty seminars contributed to their intellectual success. Our aim was to maximize active participation by seminar members. To that end, we kept seminars small. Also, we avoided the type of faculty seminar in which a large number of faculty members hear a series of presentations by guest experts and then later design some sort of "module" or "unit" to include seminar material in their own courses in their discipline.

Our faculty seminars were a "self-education" enterprise. The members of our seminars worked together to develop from scratch a new multidisciplinary course. Participants made valuable contributions as experts in their several disciplines, but they also had to work together to research and decipher material from disciplines outside their collective experience. For example, it was interesting and enlightening for science and English faculty together to consider the work of anthropologists and archeologists on the origins of human culture ("What's the evidence for this hypothesis?" "The metaphors in this discussion are very interesting.") The courses developed by the faculty seminars are "wholly taught" by seminar "graduates" - that is, each seminar participant prepares to teach the entire course. Courses are not "team-taught" in a series of expert lectures.

The expectation of teaching was a powerful (and frightening) incentive to active work in the seminar. Participants worked together to master course materials and to reassure each other. Participants grappled with the idea of general education: "even though I'm not a scientist and my students may not be either, what understanding of genetic engineering should be part of any educated citizen's general education?" Seminar participants found it most helpful to treat the grant-funded outside consultants as genuine consultants. They preferred asking them questions, soliciting their opinions

of seminar materials and asking them to prepare particular materials in advance, rather than hearing formal presentations. (See Appendix B for list of consultants.)

In its initial semester's work, each of the three seminars developed a new multidisciplinary course to be offered at NCC. In subsequent semesters, participants did not carry as heavy a burden of course development. They were freer to focus on preparing to teach the course and on improving course organization and materials. Seminar participants were required to development their own course outlines, assignments and lesson plans for use in teaching the course. An important part of the work of the seminars was examination and discussion of these materials. (See appendices C and D). Once each course was approved by the College and offered to students, interaction between course instructors (who were earlier seminar participants) and current seminar members became very important in the work of the seminars. Seminar participants were able to sit in on classes, and instructors attended a number of seminar sessions, reporting on the progress of the course: which readings "worked" and which didn't; which ideas were particularly difficult to teach; which aspects of the course required reformulation. It was reassuring to seminar participants to see a colleague teaching in the multidisciplinary mode, and instructors also relied on seminar participants for pedagogic advice ("how do I teach this short story as literature, rather than simply as evidence for sociological generalization?").

The Multidisciplinary Courses

The three courses developed by the faculty seminars were, as projected in the grant proposal, Studies in World Cultures (MDC 110), Issues in Science, Technology and Society (MDC 120), and Major Ideas in the Postmodern World (MDC 130). All have been approved by the College-wide Curriculum Committee and the Academic Senate for General Elective credit. MDC 110 was offered for the first time in Fall, 1994 and has run 5 times . MDC 120 was first offered in Fall, 1995 and has run twice, and MDC 130 was first offered in Fall, 1995 and has run twice. (See Table 1) Enrollment was relatively small at the outset, as has been the case in all multidisciplinary courses. For example, MDC 101 and 102, developed with an earlier NEH grant, were first offered one section per semester with enrollment of under 10 students. Enrollment gradually increased, to the current 7-10 sections per year of each course, with enrollments averaging 20 students per section. We expect similar trends in enrollment for MDC 110, 120 and 130, all of which are still new courses in the College offerings, not yet even listed in the catalog. MDC 110, which has run the greatest number of times, had 10 students enrolled in Fall, 1994, 20 students in Fall, 1995 and 25 students so far in Fall, 1996, so a trend toward increased enrollment is already discernable. We have scheduled 2 sections of MDC 110 for Fall 1996.

Table 1

Course Approved	Course Offered	Number of Sections
MDC 110 - Spring, 1994	Fall, 1994	1
	Spring, 1995	1
	Fall, 1995	1
	Spring, 1996	1
	Fall, 1996	2
MDC 120 - Spring, 1995	Fall, 1995	1
	Spring, 1996	1
	Fall, 1996	1
MDC 130 - Spring, 1995	Fall, 1995	1
	Spring, 1996	1
	Fall, 1996	1

Course Content: The Sciences and Humanities

All three new courses were designed to integrate the sciences and humanities thematically. They differ somewhat in their emphases. MDC 110 puts more stress upon the social sciences and the arts; MDC 120 uppon science, math and philosophy; and MDC 130 upon science, literature and politics.

The theme of MDC 110 (Studies in World Cultures) is human commonality and diversity. The course employs materials from the sciences (physical anthropology, archeology and paleontology), the social sciences (cultural anthropology, sociology, history and political science) and from the humanities (literature, art, music, film). It explores both the history and the cultural universals that all people hold in common, and also the differences that divide cultures and nations. (See Appendix C for course outlines.)

MDC 120 (Issues in Science, Technology and Society) is organized around a series of current issues and considers the social and moral implications of developments in science and technology. The course takes its format from the National Issues Forums model, in which study groups decipher and present 3-5 policy alternative on a current issue. Seminar participants developed materials for teaching 6 issues in Science, Technology and Society, and course instructors choose 3 or 4 of them. The issues are Threats to Biodiversity, Toxic Chemical Use, The Future of Genetic Engineering, Energy Use, and Computers and Society. Course readings in each unit introduce students to developments in technology in that area, the scientific background necessary to understand the technology, the nature and mathematics of associated risks,

and the possible political, social and moral consequences of the technology. These aspects of each issue are explored in the context of evaluating policy alternatives. (See Appendix C for course outlines.)

MDC 130 (Major Ideas in the Postmodern World) brings the study of intellectual history begun in MDC 101 and 102 (The Making of the Modern Mind I and II) up to the present, thereby investigating the crisis of modernism in the late 20th century and the contradictory new trends in "postmodernism," globalism, tribalism, and fundamentalism that animate contemporary politics, arts and sciences. While MDC 101 and 102 were exclusively western in content, this course casts a wider net, assuming that one of the characteristics of contemporary thought is that ideas and influences criss-cross the globe. In examining science, MDC 130 studies currently fashionable ideas like chaos, complexity and nonlinearity, and their effects on thinking in the arts and social sciences, and the debate over whether these ideas have arisen from loss of modernist faith in determinism, within and without the sciences. Looking around the world, MDC 130 studies the twin trends of globalism and tribalism and their expression in the arts, religion and politics. (See Appendix C for course outlines.)

Learning Communities

Development of Disciplinary Learning Communities was the second major component of the Science and Humanities grant at NCC. Learning communities were successful beyond our expectations, so much so that the learning community project rapidly grew to include several additional types of learning communities, all under the overall direction of Arnold Silverman, project Learning Community Coordinator.

Running a learning community project proved to be a complex task, involving recruitment of faculty, faculty planning and training for teaching in a learning community, administrative work scheduling the learning communities, registration and advisement of students, and support, follow-up and evaluation of the communities. Because the grant ran for three years, we were able to experience three full cycles of learning community development and deployment, and to improve and refine administration, training, pedagogy and course contents.

As in the case of faculty seminars, it was our wish that faculty participation in learning communities be as broad and open as possible. Consequently, learning community faculty were not pre-selected in the grant planning stage. Rather, each year invitations were sent to all faculty soliciting involvement in the learning communities, and informational meetings were held to answer questions and clarify the nature of the learning community project. (See Appendix E1)

From the start, organizing learning communities was a learning process. At first, we invited faculty to apply as teams to teach learning communities (i.e. Prof. X from Math, Prof. Y from English and Prof. Z from Economics), but this call went

unanswered. It became clear that there was insufficient contact, friendship or discussion of instruction across departmental lines for faculty to organize teams unaided. So facilitating collaboration between science and humanities faculty - "matchmaking" - became one of the primary aims of the learning community project. (We think it possible that this problem might not occur in a smaller college, but in a college as large as NCC, with, for example, an English Department of 70, isolated in its own separate building, it was not unusual for English faculty to form all their close associations within their own department and have few contacts with faculty in, for example, physics or math, on the other side of the campus.)

Between Spring, 1993 and Spring, 1996 a total of 18 Disciplinary Learning Communities were developed and scheduled. Of those, 7 failed to actually run, due to insufficient enrollment. 31 faculty members, from 12 departments, were involved in developing and teaching those communities. (See Table 2) During the same period, an additional 16 "Freshmen Learning Communities" were offered, which stressed skills development rather than disciplinary knowledge.

"Space Odyssey" was one of our most successful Disciplinary Learning Communities, combining Astronomy, Introduction to Sociology and English Composition. The three instructors of this learning community planned carefully and thoroughly, producing a common course outline linking their three courses through several well-chosen topics scheduled to run concurrently in the three courses. They also planned student projects and papers that were conceptually linked. One shared theme was "observation": how do astronomers observe objects in space; how do sociologists observe social groups; how do writers use their observations of the world in creating literature? Another theme that linked the three courses was the role of social outcasts. The Astronomy course spent some time studying Galileo and the reception of his scientific work. The Sociology course studied the HIV-positive individual as a social outcast, and the English course read literature about individuals in conflict with their societies. (See Appendix E2).

Table 2
Disciplinary Learning Communities

Fall 1993

"Space Odyssey"	SCI 105 Introduction to Astronomy (Ramsey) SOC 201 Introduction to Sociology (Rosenfeld) ENG 102 English Composition 2 (Katsavos)

Spring, 1994

"Space Odyssey"	SCI 105 (Ramsey) SOC 201 (Rosenfeld) ENG 102 (Katsavos)

"Ethics and the Environment"	BIO 119 Oceanology (Fanelli) ENG 305 Modern American Novel (Plotnik) PHI 105 Renaissance to Modern Philosophy (Halfon)

Fall, 1994

"Ways of Knowing"	SCI 105 (Ramsey) ENG 101 Composition 1 (Zaluda) MAT 100 Math Concepts (Marino)
"Gender"	SOC 201 (Rosenfeld) ENG 101 (Marcus) PED 251 Human Sexuality (Konig)
"Critical Thinking"	PHI 103 Critical Thinking (Esposito) MAT 102 Statistics (B. Rosenfeld) PSY 204 Experimental Psychology (Bayern)

Spring, 1995

"Psychology of Art and Literature"	ART 100 Introduction (Zimmerman) PSY 219 Psychology of Art (Eisner) ENG 102 (Katsavos)
"Biology and Society"	BIO 101 Introduction to Biology (Etra) ENG 102 (Gordon) SOC 201 (Silverman)
"Social Science and Statistics"	SOC 212 Social Problems (Feigelman) MAT 103 Advanced Statistics (Ripps)

Fall, 1995

"Ways of Knowing"	MAT 100 (Orilia) ENG 101 (Giordano) SCI 105 (Ramsey)
"The Individual"	ENG 101 (Katsavos) PSY 203 Introduction to Psychology (Tigner) NCC 101 Freshman Seminar (Smith)
"Persuasion"	MKT 101 Introduction to Marketing (Lowenstein) MAT 002 Remedial Math (Mueller) ENG 101 (Wheeler)

"Mathematical Thinking in the Social Sciences"	MAT 111 Elementary Functions (Sher) ECO 207 Principles of Economics (Weeks)
Spring, 1996	
"Statistics and Social Science"	MAT 103 (Ripps) SOC 212 (Feigelman)
Fall, 1996	
"Statistics and Social Science"	PSY 203 Introduction to Psychology MAT 102 Statistics
	SOC 201 Introduction to Sociology MAT 102 Statistics
	GEO 101 Introduction to Geography MAT 102 Statistics
"Critical Thinking"	PSY 203 PHI 101 Introduction to Philosophy

Another successful learning community was "Ways of Knowing," linking Astronomy, English Composition and Math. In the learning community, the English course was used to reflect on the nature of science and technology, with students reading essays by scientists, reading science fiction, and writing some science fiction of their own. "Gender" was also a successful learning community, linking Introductory Sociology, English Composition and Human Sexuality to explore biological, social and personal perspectives on gender. A more specialized learning community, Social Science and Statistics, which links the Sociology of Social Problems with the second course in Statistics, has found an enthusiastic audience among Math students who enjoy exploring the logic of social science research and the usefulness of mathematics for it. (See Appendix E2).

What We Learned about Learning Communities

At the end of the grant-funded project, we feel we could write a handbook on running learning communities. Perhaps summarizing what we learned would be the best way to explore our accomplishments and problems with learning communities.

1. Learning Communities "work!" That is, students enrolled in learning communities express themselves as more satisfied with their courses and with college than other students. They are more likely to finish the semester and to re-enroll the following semester, and their grades are better.

2. Learning Communities have both social and cognitive effects. For students at a large, anonymous commuter college, the social effects of learning communities are striking. Students in learning communities feel less alienated; their attendance is better; they make new friends among fellow-students (which rarely happens without learning communities). Within learning communities students make friends across the barriers of age and race, particularly when care has been taken to achieve some balance in class composition.

In terms of cognitive effects, students in learning communities are more likely to help each other study, telephoning for missed assignments or forming informal study groups. They discuss coursework outside of class, which we find rare among community college students. Our favorite student comment is "so there we all were walking around the mall discussing astronomy. Can you believe it?" Learning community students are more likely to compare and contrast their courses, and they reach a more sophisticated understanding of the nature of disciplinary perspectives. For example, "Space Odyssey" students were able to tease their Sociology instructor about how he sounded just like a sociologist in discussing the functioning of learning communities.

3. It is satisfying to teach a learning community, though probably more work. Instructors of learning communities find new relationships with compatible colleagues, and they derive great satisfaction from being able to discuss their common classes and students together. Learning community faculty visit each others' classes, devise community social events and shared assignments. They meet frequently and spend considerable time both on course planning and on discussing individual students and seeking help from each other in approaching the class and its members.

4. It is very difficult to schedule learning communities and register students into them. There were many slip-ups when department chairs mistakenly changed meeting hours of a learning community class or cancelled it without informing the Learning Community Coordinator, or when students were mistakenly permitted to register for just one learning community class without the others, or when an instructor left the College or fell ill at the last moment. Students often failed to learn of the existence of learning communities because they were not listed in the catalog and their advisors may have been unaware of them.

5. It is much easier to register freshmen in learning communities than it is to enroll upper-level students. Freshman advisement and registration is more centralized, and freshmen take fairly standard introductory courses, while upper-level students often self-advise and their needs are more specialized. During the 3 years of the project we

moved toward Freshman learning communities and away from upper-level communities.

6. Highly specialized and topic learning communities don't run, but faculty are enthusiastic about offering them. For example, three faculty members from Art, Psychology and English shared a common interest in the visual arts and were enthusiastic about offering a learning community together. But two of the courses involved prerequisites. The total pool of students who already had both prerequisites was relatively small. The percentage of those who were intensely interested in art (enough to take three related courses) was smaller still. When our Ethics and Environment community failed to run it was a special disappointment because our college president was the Oceanology instructor. But this cluster linked 3 rather specialized upper-level courses, meeting at unpopular hours. It is painful to discourage faculty from a topic of common interest, but we have learned to try to help them find a way of exploring their topic within the context of basic introductory courses.

7. Paired courses reap almost all the benefits of triplets, and are much easier to schedule and enroll. We learned to make things simpler.

8. Successful learning communities require careful planning and ongoing coordination in order to achieve cognitive benefits, although social benefits accrue simply from scheduling students into the same three classes. We are proud of our accomplishments in planning and coordination, described below in the section on learning community workshops.

9. Learning communities courses need coordination, not duplication. Students are turned off when they feel they are studying the same thing in several classes - for example a sociology class and an English class with overly similar reading. It is preferable for learning community courses to be linked at a few critical junctures, perhaps by shared assignments. For example, the Ways of Knowing learning community successfully linked astronomy and English through a paper in which students were asked to create an astronomically correct science fiction scenario and then devise a short story to go with it. The instructors had to coordinate the timing of the assignment so that necessary preparation was completed in both courses.

10. It pays to use faculty who have taught learning communities in the past to "seed" new learning communities. For example, our original "Space Odyssey" team taught the community twice and then split up, each of the three instructors "seeding" a new learning community team which benefitted from their experience.

The Learning Community Workshops

Grant funding made it possible to conduct 3 training workshops for learning community faculty in May of 1993, 1994 and 1995, just after the end of Spring classes. Disciplinary learning community instructors were paid a modest stipend from grant funds for attending the workshop. They were joined by the learning community coordinator, various guests, including faculty with prior experience in teaching learning communities, and also faculty preparing to teach in a separate learning community program for freshmen. These latter faculty did not receive grant-funded stipends. Workshops were congenial events, generously self-catered by the participants, in which work in learning community teams alternated with whole-group discussion about disciplinary connections and contrasts, about pedagogy and about NCC students.

We found that this format for workshops was very effective, though we did modify it in one way. In 1994 and 1995 we made the workshops shorter and assigned more preparatory work to the learning community teams during the spring months before the workshop. That gave team members more time to get to know one another, gather materials and develop preliminary plans for their communities. (See Appendix E3 - workshop schedules.)

The Liberal Arts Course of Study

A larger goal set the context for developing multidisciplinary courses and learning communities at NCC. The Science and Humanities Project was intended to motivate improvement of the liberal arts program of study at NCC, both to better integrate the science and humanities and to improve students' social and intellectual experience in a large commuter college.

It is in this third phase of the work of the project that we most modified our original plans; but we have also had an impact on the liberal arts curriculum far greater than we had projected. Our grant proposal envisioned developing a new course of study for a small group of students (about 200) within the liberals arts degree program, a course of study that would feature learning communities and multidisciplinary courses. We hoped that the small new program would serve as a model for changes in the whole liberal arts program (10,000 students). The small separate program has not been realized, but we have instead been able to leap forward significantly to reshape program for all liberal arts students.

Curriculum Revision

Under the direction of the College-wide Curriculum Committee, NCC has undertaken a revision of general education requirements in all of its degree programs. This is a major revision of requirements unchanged for more than 20 years. The

working subcommittee's proposal is now complete, but of course a complex political process lies ahead, as the proposal clears first the CWCC and then the Academic Senate. The proposal has much in its favor, including the wholehearted support of academic administrators. While some components will undoubtedly be negotiated along the way, we think chances are good that the proposal will be adopted in its essential format.

The proposal calls for substantial modifications in the liberal arts degrees (the GLA AA and GLA AS). First of all, multidisciplinary courses developed under this grant and the preceding NEH grant will be required for all liberal arts students. These courses: MDC 101, 102, 110, 120 and 130 will be "integrative capstone" courses that will thematically integrate knowledge in the sciences and humanities acquired during a student's first three semesters at NCC. All GLA students will be required to choose one of the five courses as their capstone. This major achievement is within reach only because with grant funding we were able to train so many faculty members, from so many departments that it is administratively and politically possible to offer these courses to all students.

Secondly, the proposal uses "thematic integrative" requirements to strengthen liberal arts general education, effectively insuring that GLA students take substantive courses in the social sciences and humanities, rather than restricting themselves to practical, skills-based courses (for example, English Grammar in addition to, but not instead of Masterworks of Literature). The general education proposal will, as a whole, make certain that GLA students take a balanced curriculum in the sciences and humanities that features substantive exposure to the disciplines as well as integrative multidisciplinary instruction. (See Appendix F)

Freshman Learning Communities

At the same time that the CWCC has been incorporating the curriculum work of the Science and Humanities Project into general education at NCC, the project's work on learning communities has also been extended to larger numbers of liberal arts students.

One lesson we have learned from the grant project is that learning communities work best when they are made available to entering students. Not only does this simplify administration, but for entering liberal arts students, freshman learning communities offer protection from the problems of anonymity and alienation in a large commuter college. Through the three years of the grant we have moved increasingly to offering disciplinary learning communities to liberal arts freshmen, rather than advanced students, and with support and funding from NCC, we have branched out into offering skills-based learning communities to entering liberal arts students who place into non-credit remedial courses in English, Reading and Math. These communities combine a remedial course with a regular credit-bearing introductory

course in the humanities, social sciences or sciences. Instructors coordinate curriculum so that remedial instruction directly supports assignments in the credit course. Often, these learning communities also include a 1-credit "Freshman Seminar", a support course which orients students to college and improves their study skills.

Early data on retention, re-enrollment, credits completed and gradepoint average show significant differences between students who were enrolled in freshman learning communities and all other students. In Spring, 1996, we compared students enrolled in Fall, 1994 communities with similar students who were not enrolled in learning communities. 82% of all non-remedial learning community students completed 2 years at NCC, and 67% of all remedial learning community students did so also. This compares favorably with a rate of 53% for all students. All Fall, 1994 learning community students re-enrolled for a second semester, while only 75% of similar non-learning community students did so. Freshmen learning community students' grade-point averages were higher too: a median of 2.43, compared to 1.93 for similar students. (See Appendix G.)

The success of the Freshmen Learning Communities has resulted in growing faculty and student interest and increased administrative support. While the project at this point reaches only a small number of entering liberal arts students, we anticipate continued growth. In Fall, 1994 there were three Freshman Learning Communities (including two disciplinary communities that were part of the grant-funded project); in Fall, 1996 there are nine Freshman Learning Communities scheduled (of which three are disciplinary learning communities).

Table 3
Learning Communities

	Freshman LCs		Lcs for Contg Students	Total LCs Which Ran
	Remedial	Disciplinary		
Fall '93		1		1
Sp. 94	1	3		4
Fall '94	1	2		3
Sp. '95	1	1	1	3
Fall '95	1	1		2
Sp. '96	1		1	2
Fall '96	2	6		8

Thematic Courses of Study

While pursuing liberal arts curriculum revision and developing freshman learning communities, we have not failed to devote some of our resources to creating thematic multidisciplinary courses of study for liberal arts students. Our original plan of developing one course of study that would include all five multidisciplinary courses proved unwieldy, because of its heavy burden on credits in a two-year program, and because it had no substantive theme beyond multidisciplinarity. We moved forward instead in developing three separate thematic courses of study called Study Plans, each involving some of our MDC courses and its own freshman learning community. The three Study Plans are Environmental Studies, International Studies and Western Heritage Studies. We are pleased to report that International Studies has been taken up by the existing International Studies Committee at NCC, which is taking charge of developing a proposal for a degree program in International Studies. The International Studies Committee, which includes several members who have participated in the MDC 110 seminar and in learning communities, plans to include MDC 110 in the course of study, and also plans to include a disciplinary freshman learning community, integrating study of environment, geography and culture. (See Appendix H.) Work on the other two Study Plans is less advanced, though an Environmental Studies Committee has been formed.

Integrating the Sciences and Humanities: A General Assessment

Our project was part of a new, innovative joint funding effort by FIPSE, NEH and NSF to sponsor projects which "integrated" science and humanities education. This seems an appropriate place to consider what such "integration" might mean in a community college liberal arts program, and to what extent we were successful in achieving it.

In his famous analysis of the "two cultures" C. P. Snow examined the political, scientific and literary elites of Great Britain, whose education, he perceived, was so tragically specialized that scientists and politicians were unable to understand each others' languages, unable to work together in setting national policy. Does the problem of "two cultures" matter for the decidedly non-elite students of community colleges? We saw the "two cultures" problem as a problem of "general education". Our students may never make national policy, but they are our nation's citizens and voters. To make our democracy work, ordinary citizens must be educated enough to understand the major issues of our times. To do so, they need a general education, a well-rounded education that will equip them, whatever their future occupation, with enough science background to understand environmental issues and debates about technology, enough background in philosophy and ethics to assess their significance, enough mathematical background to make sensible assessments of risk, enough background in the social sciences to assess the social impact of national policies, and enough background in the

humanities to know the importance of the arts and literature and appreciate the values of their culture.

In the Science and Humanities Project, we sought to improve the general education of NCC liberal arts students. One strength of our project is that we aproached this goal in several ways. A highly successful component of the project was faculty education. We brought together faculty from the humanities, the social sciences, the sciences, math and the technical departments to work collaboratively in developing multidisciplinary courses. The work in seminars was structured so faculty could not participate solely as specialists - as psychologists or physicists or teachers of marketing. Each participant was expected to master all the reading; to put together knowledge from many disciplines in order to teach the whole course. Many faculty members were frightened by this challenge, though others embraced it eagerly. Project leaders repeatedly said: "if we think this course content (be it a layman's knowledge of genetic engineering, or a non-specialist's acquaintance with the tenets of Islam) should be part of our students' general education, then shouldn't we, the faculty, be able to learn it as well?" We struggled with faculty general education as well as student general education.

Working collaboratively to create multidisciplinary general education courses called for constant dialogue among seminar members and with other colleagues called in as consultants. This dialogue was an important step in faculty education, for in true "two cultures" fashion, science and humanities faculties occupy two different sides of our campus geographically and seldom meet informally. We can tell many interesting stories of dialogue between the sciences and the humanities in the seminars. For example, in the MDC 120 seminar, an English professor kept calling to the attention of the group the language they used in planning the course, arguing that choice of language was crucial for its impact on students, who are influenced by current metaphors in discussions of environmental problems. Math faculty were insistent that English faculty learn some of the basic mathematics of risk assessment, claiming that the literary scholars were overly influenced by imagery and language.

In the MDC 110 seminar, a continuing dialogue, spanning several semesters, took place between social science faculty and English faculty, concerning the use of literature in the course. Social science faculty tended to use literature as evidence, as a mine for examples of the special nature of each culture. Thus, they searched for "characteristically" Egyptian or Japanese short stories. Literature faculty argued that Egyptian or Japanese literature should be chosen because it is great literature, and if it is great literature, it will prove universal, speaking to people of their common humanity, across cultures.

In the MDC 120 seminar, humanities faculty were comfortable with the idea of articulating policy alternatives for each issue, while Math and technology faculty argued that problems have solutions, correct and incorrect solutions, and if the course

could present 3-5 credible alternatives, it was probably due to lack of accurate scientific knowledge.

In the MDC 130 seminar, science and math faculty argued with literature faculty about the use of concepts like "relativity" and "chaos", with science faculty accusing others of applying the concepts metaphorically and distorting their meaning. Humanities faculty insisted that the mathematicians resisted seeing the broader cultural influence of their science.

In creating multidisciplinary courses, seminar participants looked for topics that were by nature multidisciplinary; topics that called for general knowledge of both sciences and humanities. We found many. The study of human population growth requires knowledge of human behavior, statistics, environmental science, ethics, etc. Biodiversity is another such topic, as is the impact of computer technologies on society. The crisis of modernism in western thought, in the arts, sciences and politics, is another such topic. The subject of human diversity and commonality is another, requiring study of anthropology, archeology, technology and cultural diversity. Developing courses around these integrative topics, seminar participants created a set of general education courses that serve as integrative nodes in the web of disciplinary education. We look forward to seeing these courses required of all liberal arts students.

Learning Communities integrated the sciences and humanities in a different way, and promoted a different kind of dialogue among faculty members. In learning communities the point was to link two or three disciplinary courses in order to help students better grasp the differences between disciplines. Thematic links were for the purpose of highlighting contrasts, not finding common ground. The most successful learning communities have methodological themes like "Ways of Knowing". In order to work together in a learning community, faculty had to learn something about each other's disciplines. Describing disciplinary perspectives and course contents was an important part of learning community workshops.

Students initially found the connections between learning community courses confusing. "I can't for the life of me see what these three courses have in common," wrote one student after the first week of classes. But linked assignments helped made the point. When students in "Space Odyssey" observed the stars through a telescope, and then observed waitresses in a diner, and compared the two assignments, they learned a lot about the nature of evidence and the limitations of methodology in the sciences and social sciences. Learning communities help students confront the confusing reality that teachers of different subjects often disagree; that college doesn't just teach "truth;" it also teaches perspectives.

The Project as Catalyst

The broadest purpose of this project was to serve as a catalyst for better integration of the sciences and humanities within liberal arts study at NCC. We believe this report has made clear the project has had significant impact upon both curriculum and faculty at NCC. It has fostered dialogue and collaboration between faculty in the sciences and humanities. It has developed new multidisciplinary courses and learning communities and it has informed revision of general education requirements.

In addition, the science and humanities project has served as a catalyst for, and formative influence upon several other new projects at NCC. We are very pleased with the project's wider influence in their regard:

1) Freshman Learning Communities. Summarized above, the Freshman Learning Community project needs no further description here, except to add that almost all the involved faculty were introduced collaborative work among the disciplines through participation in grant-funded activities. The Freshman Learning Communities project, though inspired by the Science and Humanities Project has not been dependent upon grant funds, but has been wholly funded by NCC.

2) The Math Grant. NCC was fortunate to be chosen by SUNY Stony Brook to participate in its $4 million, 5-year grant from NSF for development of math across the curriculum. NCC's winning proposal, developed by Arnold Silverman, learning community coordinator for the Science and Humanities Project, is to use learning communities to promote math across the curriculum, integrating math in social science and humanities courses, raising faculty and student consciousness of the importance of math skills in non-math courses, and better coordinating math remediation with the math skills required in other disciplines. Many faculty members who participated in the Science and Humanities grant will be involved in this project. (See Appendix I)

3) A third spin-off project, still in its early stages, involves bringing the fruits of our multidisciplinary work in International Studies to area high school teachers who must upgrade their required Global Studies courses to New York State Regents Examination standards. Several NCC faculty members who participated in the MDC 110 (Studies in World Cultures) seminar plan to help social studies and English teachers work collaboratively to integrate their coursework in Global Studies. A pilot project is being conducted this summer and there are plans to apply in the future for grant funding.

Institutionalizing the Science and Humanities Project

Institutionalization of the various components of the Science and Humanities Project has been rapid.

1) All three new courses, developed in grant-funded faculty seminars, have been accepted by the College-wide Curriculum Committee and the Academic Senate and are regularly offered. The five multidisciplinary courses have been given a common designation - MDC - (for "multidisciplinary course") and are listed together in the college catalog.

2) "MDC" itself has been institutionalized as a program entity at the College; not as a department, but as an interdisciplinary study program, like Women's Studies. Joan Sevick, one of the project directors, has been appointed MDC Coordinator, with regular reassigned time for administrative duties. "MDC" has been given a fine office, with space for meetings, telephones and storage. The MDC program has formalized its own faculty governance, with an elected board, and a system for rotating assignment to teach MDC courses. (See Appendix J)

3) The NCC administration has formally recognized project directors Joan Sevick and Linda Schneider for their achievement by the conferring of faculty awards. (See Appendix K).

4) The learning community program, including both disciplinary learning communities and freshman learning communities has been institutionalized with the appointment of Arnold Silverman as Learning Community Coordinator, with regular reassigned time for administrative duties. Regular procedures for starting learning communities and enrolling students in learning communities have been established, with some of the tasks delegated to the routine work of the Dean of Instruction's office and Student Personnel Services.

5) Incorporation of MDC courses into general education requirements for the liberal arts degrees is proceeding through the College-wide Curriculum Committee.

6) Institutionalizing Interdisciplinary Ties Among Faculty

Based on our earlier work, we recognized from the start that institutionalizing newly formed relationships among faculty from different departments required special attention. Upwards of 75 faculty members from 23 departments participated in the Science and Humanities Project (in addition to 45 others from the previous multidisciplinary project) and they did so in successive cohorts, so grant personnel changed each semester. We saw it as a major challenge to keep faculty involved in the project after they participated in a seminar, took a workshop, or taught a course. We thought it especially important to keep faculty involved while they were awaiting their turn to teach a course. We also hoped to develop some sense of collective identity as "MDC faculty". Here is what we did:

a. MDC meetings, committees and newsletters. (See Appendix J) Formal organization is necessary for faculty self-governance, but it is not especially helpful in maintaining

more informal ties. Even with good food laid on, faculty don't like to go to more meetings, vote on bylaws, work on subcommittees, etc.

b. Focus on MDC courses and teaching. Interaction between current and past MDC instructors and seminar and learning community members was very fruitful. We scheduled classes so that current MDC instructors could visit seminars, and we invited past seminar members and past instructors to visit too. When this kind of interaction happened repeatedly, social ties were forged between members of different cohorts. Seminar participants observed currently taught MDC classes. When consultants visited the seminars, many former seminar members visited too. At the end of each semester, each seminar held a formal "wrap-up" meeting (See Appendix J) attended by current seminar members, past members and present and past instructors, for the purpose of exchanging information and new teaching materials.

We followed similar strategies with learning community faculty too, including past learning community instructors in workshops and mixing and matching past instructors with new ones in learning community teams.

When the number of concurrent sections of MDC 110, 120 and 130 increases, we will sponsor "methods and materials" groups, in which all instructors teaching an MDC course in the same semester meet periodically for mutual support and exchange of information and teaching materials. This works well for MDC 101 and 102.

c. Educational/Social Events

MDC conferences and special speakers have proved useful situations for maintaining interaction among project participants. With good programs, abundant food and time to socialize, these events bring together large numbers of project participants.

Since the College is on the outskirts of New York City, we have also made use of events outside the College to further interaction among project participants. Past and present seminar members have visited museums and attended films and lectures together, often spending time afterwards at a restaurant. For example, MDC 110 and 101 faculty toured the Human Evolution exhibit at the Museum of Natural History, led by a member of the Museum staff. Faculty who participated in the MDC 110 seminar attended Egyptian, Mexican and Japanese film festivals, toured relevant galleries of the Metropolitan Museum of Art, attended a demonstration of Japanese flower-arranging and one of sword-fighting, and ate Japanese food.

How successful have we been in institutionalizing ties among MDC faculty? Obviously we can't keep over 100 faculty members in constant interaction. Some who participated in the project have retired; some have died; and some have drifted into marginality. But a substantial core of at least 50 remain enthusiastic participants, attending MDC events and meetings, socializing with each other and involving each

other in further interdisciplinary projects, as these comments from grant participants evaluation statements make clear:

"I certainly made new contacts among the faculty! Marty LoMonaco has become a respondent for Open for Discussion, Melanie Hammer became part of the Active Learning Project, and Maria Mann has agreed to present at our March conference."

"I cannot say too much about the people I met and worked with as part of the MDC seminars. With very few exceptions these faculty are a pleasure to work with, full of exciting ideas and energy. The synergy which happens when a seminar works well is enough to keep you going in an otherwise bad patch of days."

"I have come to value the friendship of my seminar leader, who provided not only the outline, thrust and topics for the course, but also provided for my social life. Also I met a new member of the faculty and have become fast friends with him."

"I particularly enjoyed getting to know faculty members from other departments. Before we began, I didn't know anyone in our group, and it proved to be both a pleasure and an inspiration to work with the members of our seminar."

Dissemination

Dissemination was a vital part of grant activities. We engaged in many activities designed to disseminate the work of the project both within Nassau Community College and in the wider world of higher education outside.

Dissemination at NCC

Becasue the project at NCC involved both activities for faculty and program for students, it was necessary to devise dissemination vehicles for both audiences. First, we needed to inform faculty about the opportunities to participate in grant-funded activities. For the seminars, this was done primarily through applications for seminar membership, mailed to all faculty each semester. (See Appendix A). Opportunities to teach learning communities and participate in preparatory workshops were publicized through memos and notices mailed to all faculty and in informational meetings. (See Appendix L) We think these efforts to get word out grant activities out to the faculty were reasonable successful, as witnessed by our recruitment of a large group of faculty, including both senior and junior faculty, from a broad array of departments.

We produced both an MDC newsletter and a learning communities newsletter. (See Appendix M) Both of these served the dual purposes of publicizing the work of the grant to faculty and administrators not already involved, and also of keeping in touch with faculty who had already participated in the project. New items about the project also appeared in other college newsletters.

MDC courses and learning communities were publicized with flyers mailed to college faculty and staff and posted on the walls of college buildings. MDC faculty also distributed these flyers to their students and advisees. Letters about freshman learning communities were also mailed to sample groups of incoming freshmen. (See Appendix N.)

Public programs open to faculty, students and local residents helped disseminate knowledge of the purposes of the grant and of multidisciplinary curricula. First of all, MDC sponsored a yearly event called **"Einstein's Time, Picasso's Space"** including presentations by MDC faculty, addresses by outside speakers, plays and skits staged by MDC students and the reading of winning student essay in the annual **MDC Student Essay Contest.** In several cases, consultants paid with grant funds were able to both speak at the conference and consult with faculty seminars. These conferences were important intellectual events at the College. There is no other forum in which students and faculty come together as scholars and read their work, nor is there any other interdisciplinary event in which faculty read work to colleagues outside their disciplines. Topics like "Contemporary Science and Modern Art," and "Virtual Literature: Books That Live Inside Computers," helped communicate the nature of the Science and Humanities Project. We plan to continue these conferences as yearly events. (See Appendix O)

We were also able to make available to the entire college community several consultants (paid by the grant) who both addressed a public gathering and also consulted with the faculty seminars. (See Appendix O).

Finally, the work of the learning communities was disseminated to the College in presentations at two **Literacy Day conferences.** (Literacy Day is a well-attended annual NCC event, devoted to programs about pedagogy.) At the first of these presentations in Spring, 1994, instructors of the Space Odyssey learning community discussed their work and showed a videotape of a class meeting at which the three instructors were present and students talked about their experience in the learning community and what they learned about the nature of the disciplines. The second Literacy Day presentation, in Spring, 1995, was attended by 8 students from another Space Odyssey community who presented their experiences. The student presentation was videotaped and then shown later as part of our dissemination efforts outside NCC (see below).

Dissemination Outside NCC

Dissemination efforts outside NCC have continued through the entire three years of the grant, and we anticipate future opportunities to present our work. With the support of grant funds, project participants attended eight national or regional conferences where they gave presentations about the work of the project. The

conferences were as follows:

* **NEH Chatauqua: Science, Technology and Society: The New Approach to Integrative General Education,** Pittsburgh, May, 1993. Attended by L. Schneider

This intensive conference afforded an opportunity to discus STS with faculty from 23 college engaged in creating integrative general education, and to describe our faculty seminars and multidisciplinary courses.

* **Community College General Education Association,** Lowell, MA, May, 1993. Attended by A. Silverman.

Prof. Silverman presented the work of the Science and Humanities Project in developing disciplinary learning communities to advance general education in a community college liberal arts program.

* **Institute for the Study of Postsecondary Pedagogy,** New Paltz, NY, Nov., 1993. Attended by A. Silverman.

Presentation on learning communities to integrate the sciences and humanities.

* **Eastern Sociological Society,** Baltimore, MD, March, 1994. Atttended by L. Schneider and A. Silverman.

We organized and chaired this very lively panel discussion of the role of sociologists and sociology departments in multidisciplinary curricula. Patricia White of the NSF spoke about NSF curriculum development projects. Deborah Coon of NEH was also scheduled to speak. L. Schneider described the Science and Humanities Project at NCC and panelists from other colleges spoke about their projects. There was a great deal of discussion of both the potential and dangers and multidisciplinary curricula.

* **Community College Humanities Association,** Providence, RI, Nov., 1994. Attended by J. Sevick.

Presented work of MDC courses in internationalizing the literary canon.

* **American Sociological Association,** Los Angeles, CA, Aug. 1994. Attended by A. Silverman.

Presented our work on learning communities and participated in discussion of multidisciplinary studies.

* **American Association for Core Texts and Courses,** Philadelphia, PA, April, 1995. Attended by M. Cheiken.

Presented NCC's five multidisciplinary courses, the texts we have developed and work of the Science and Humanities Project.

* **Community College General Education Association,** Atlantic City, NJ, May, 1995. Attended by L. Schneider.

Presented learning community project, using video made at Literacy Day conference.

* **SUNY International Studies Conference,** Binghampton, NY, May, 1996. L. Schneider

Described the importance of Science and Humanities grant for catalyzing curriculum change at NCC and our method of using faculty seminars for faculty development and to create new courses.

We have fewer accomplishments to report in the area of written dissemination. Our outside evaluator called to our attention the importance of writing about our project, but we must admit to having done relatively little. We found ourselves very much caught up in the actual work of the grant, with little time for writing about it. The project has been described in a few articles (see Appendix Q), most notably in The Community College Times, January 1995 (published by the AACC).

Evaluation

The Science and Humanities Project at NCC conducted ongoing quantitative and qualitative evaluation - of the courses developed through the grant, of the faculty seminars, and of the learning communities. Students in MDC courses filled out standardized evaluation questionnaires with both quantitative and qualitative sections, which assessed the effectiveness of each course in meeting its declared objectives. MDC instructors filled out quantitative surveys and also wrote qualitative assessments of their experiences in teaching the course. All of these survey protocols may be found in Appendix R.

We found that site visits by outside evaluators were very helpful occasions for self-reflection and objective study. Dr. Rosemary Wolfe was our outside evaluator, and she visited the project in March. 1995. Her report may be found in Appendix R. Earlier, we received a site visit from our Program Officer at NEH, Susan Greenstein, accompanied by Deborah Coon. Ms. Greenstein's subsequent letter may be found in Appendix S.

Student Evaluation of MDC Courses

We have been evaluating MDC courses with student surveys since 1989 and have found survey results both revealing and significant. However, the survey results from the three new MDC courses developed under this grant can only be considered preliminary and suggestive: too few sections have run, and we have data for only some of those sections and some of the students in those classes. We will continue administering student surveys, and as we accumulate large numbers, the significance of survey results will increase.

At present, we can report survey data for 4 sections of MDC 110, with a total N of 57 responding; 2 sections of MDC 120, with a total N of 16 responding; and 1 section of MDC 130, with a total N of 14 responding.

Student Evaluation of MDC Course Goals

The Goals Survey lists the General and Specific Goals of the Course, as established in the new course proposal passed by the Academic Senate. Each course - MDC 110, 120 and 130 has its own Goals Survey. At the end of the semester, students

are asked to rate each of the 15 goals on a 3-point scale as very important, important or minimally important. They are then asked to rate how effective the course has been in achieving the goals, rating performace on each goal as very effective, effective or ineffective.

MDC Student Course Evaluation

This survey is given to all students in MDC classes at the end of each semester. It addresses such topics as course organization and planning, method and style of presentation, learning environment, including instructor attitude and classroom atmosphere, assignments, feedback and grading, including usefulness of assigned work and fairness of grading, and multidisciplinary course approach, including an assessment of how helpful the course was in aiding the student in achieving the intellectual goals of the course. The survey protocol is identical for all MDC courses, except for a final section on the multidisciplinary approach, which asks about goals specific to each course.

This survey asks 17 specific multiple-choice questions in which students rate the course on a 5-point scale (strongly agree to strongly disagree). It also contains 4 specific open-ended qualitative questions to which students are asked to reply in a written paragraph. These questions concern audio-visual materials, the success of the course in encouraging critical thinking, the types of assignments that were most successful and the use of the multidisciplinary approach. A final open-ended essay question solicits students' "overall assessment of the course." The following pages summarize findings from student evaluation of MDC courses.

Student Evaluation of MDC 110

Student Goals Evaluation

Findings

The overwhelming majority of respondents rated the course goals as "very important" or "important". There were very few respondents who saw any of the goals as only "minimally important" (only 3 goals received any "minimally important" ratings at all and they were given this rating by only 12% of respondents.) Assessment of the effectiveness of the course in achieving its goals was slightly less emphatic: eight of the 15 goals receving "ineffective" ratings by 11-33% of respondents. The other goals were rated as effectively or very effectively achieved by all respondents.

Analysis

Importance of Goals. Almost every goal was rated "very important" by at least a majority of respondents, but certain goals were rated "very important by exceptionally large majorities - 70% or more. These goals described mastery of course contents at the most inclusive level:

"To become acquainted with the diversity of world cultures." Rated "very important" by 89%
"To understand that there have been many great non-European cultures" Rated "very important by 74%
"To learn that cultures interact and to learn about some important encounters between cultures." 80%
"To become acquainted with legacies of art, literature, religion and technology in a variety of world cultures." 73%
"To discuss the common human legacies shared with other peoples." 73%
"To understand the fundamental religious beliefs of the cultures studied." 71%
To describe the physical environment in which each culture developed and how it shaped social and cultural life." 70%

Two critical thinking skills were rated highest in importance:

"To develop the ability to think critically: to frame questions, form opinions, use evidence, analyze and evaluate ideas and theories." Rated "very important" by 71%.
"To develop the ability to find connections between ideas and information learned in various disciplines." 66%

Effectiveness of Achievement of Goals

Many goals also received very high ratings for effectiveness, with at least 80% of respondents rating the goals as "very effectively" or "effectively" achieved. Those with highest ratings were:

"To become acquainted with the diversity of world cultures." Rated "very effectively" achieved by 54% of respondents and "effectively achieved by 42%.

To understand that there have been many great non-European civilizations." Rated "very effectively achieved by 62% of respondents, and "effectively" achieved by 30%.

To become acquainted with legacies of arts, literatures, religion and technology in a variety of world cultures." Rated "very effectively" achieved by 46% and "effectively" by 37%.

"To discover the common human legacies shared with other peoples." Rated "very effectively achieved by 46% of respondents and "effectively" achieved by 40%.

"To discuss works of art, architecture and film for the three cultures studied." Rated :"very effectively" achieved by 43% and "effectively" by 42%.

"To understand the fundamental religious beliefs of each of the three cultures." Rated "very effectively" achieved by 56% and "effectively" by 36%.\

"To describe the physical environment in which each culture developed and how it shaped social and cultural life." Rated "very effectively" achieved by 56% and "effectively" by 36%.

"Understand how encounters with other cultures have shaped the arts, politics and technology in each culture studied." Rated "very effectively by 50% and "effectively by 33%.

"Develop the ability to understand abstract concepts." "Very effective": 35%; "effective: 46%

"Develop skill in reasoning that relates concrete cases to abstract concepts." "Very effective: 34%; "effective": 53%.\

"Develop the ability to think critically...." "Very effective": 39%; "effective: 53%.

"Develop the ability to find connections between ideas and information learned in various disciplines." "Very effective": 46%; "effective: 48%.

Student Goals Evaluation

Findings

The majority of respondents agreed or strongly agreed with the statements, which were also positively phrased. In no question were more than 19% of responses negative.

Analysis

Respondents reacted positively to the quality of course instruction (the organization of the course, its presentation, the instructor and assigned work. 76% strongly agreed or agreed that "the course has been planned in an orderly manner." 81% strongly agreed or agreed that "course objectives have been outlined and explained in a clear and understable fashion." 68% strongly agreed or agreed that "lectures were presented in a clear and effective manner."

62% strongly agreed or agreed that "the instructor was actively helpful and genuinely concerned with your progress," and 75% strongly agreed or agreed that "the instructor was able to elicit productive stimulating classroom discussion."

Evaluation of assigned work was also positive, with 68% of respondents strongly agreeing or agreeing that "exams, papers and written homework assignments have been designed to reflect and utilize the course materials. 70% strongly agreed or agree that "exams, papers and written homework have been carefully reviewed and fairly judged."

Several questions enabled respondents to evaluate how well the course had helped them develop their ability to think critically. 76% strongly agreed or agreed that "this course has encouraged critical thinking and analysis." 78% strongly agreed or agreed that "exams, papers and written homework have been designed to encourage critical thinking and writing." 70% strongly agreed or agree that "exams, papers and written homework gave you opportunities to develop your own original ideas."

Respondents rated MDC 110 effective as a multidisciplinary course. 59% strongly agreed or agreed that "this course helped me see connections between works of art, architecture and literature." 77% strongly agreed or agreed that "this course helped me explore connections between the environment, politics, religion, technology and the arts in three diverse cultures." 88% strongly agreed or agreed that "this course helped me to become interested in disciplines I had not studied before."

Qualitative Data

The quantitative data taken in conjunction with the qualitative responses to essay questions gives us a fuller picture of student reaction. Students emphasized the value of an international approach:

"It taught me to realize a world outside my own culture. Also to tolerate and respect that what might seem strange to me,is perfectly normal to others."

"This course has made me think in a different way towards people of another culture. Now I can see that everyone has different beliefs. We all should respect other cultures."

Conclusion

MDC 110 has been successful in its methodology and in achieving its academic goals. The intense faculty effort and the attention accorded to each student have been appreciated. The course has given students positive habits of critical thinking, writing and reading. Connections between art, literature, politics, technology and environment have helped students link the humanities and the sciences.

Student Evaluation of MDC 120

Student Goals Evaluation

Findings

The overwhelming majority of respondents rated the course goals as "very important" or "important". Only in the case of Goal #16 was there one single respondent who rated the goal as "minimally important." Assessment of the effectiveness of the course was slightly less emphatic, with no more than 7% of respondents rating any goals as ineffectively achieved, except in the case of Goal #16.

Analysis

Importance of Goals 14 of the 16 goals were rated as "very important" by at least a majority of respondents, but several goals were rated as "very important" by exceptionally large majorities (70% or more.) Several of the goals most highly rated described mastery of the course contents at the most inclusive level:

"Learn about the interactions of science, technology and society." (Rated "very important by 80%)
"Study specific issues in which science, technology and society intersect in many parts of the world." (73%)
"Understand the ethical, environmental, social, economic and political context of STS issues." (73)
"Describe the impact of a new technology on social institutions." (80%)
"Describe how social institutions shape the development and use of new science and technology." (80%)

Other goals rated "very important" by especially high percentages of responses concerned the development of critical thinking skills:

"Develop the ability to communicate effectively about science, technology and society issues." (71%)
"Develop the ability to think critically, to frame questions, form opinions, use evidence, analyze and evaluate ideas and theories." (93%)
"Develop a critical appreciation for the value of science and technology." (79%)

Effectiveness of achievement of goals There was a strong relationship between the importance students assigned to a goal and how effectively they believed it to be achieved. Of the 8 goals rated "very important" by the largest majorities of respondents, 7 were also rated "very effectively achieved" by the largest majorities.

"Learn about the interactions of science, technology and society," was rated very effectively achieved by 57% and effectively achieved by an additional 43%. None rated it ineffectively achieved.
"Study specific issues...." was rated very effectively achieved by 60% and effectively achieved by an additional 40%.
"Understand ethical, environmental....." was rated very effectively achieved by 60% and effectively achieved by an additional 40%.
"Describe the impact of a new technology..." was rated very effectively achieved by 60% and effectively achieved by 40%.

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"Describe how social institutions...." was rated very effectively achieved by 60% and effectively achieved by 40%.
"Develop the ability to communicate...." was rated very effectively achieved by 57% and effectively achieved by 43%. None rated it ineffectively achieved.
"Develop the ability to think critically....." was rated very effectively achieved by 64% and effectively achieved by 36%. None rated it ineffectively achieved.
"Develop a critical appreciation...." was rated very effectively achieved by 43% and effectively achieved by 57%. None rated it ineffectively achieved.

The two goals which received relatively low ratings for importance, also received the lowest ratings for effectiveness. They were:

"Describe the process of public policy formation in the U.S., as it pertains to STS issues." Considered very important by only 7%, and important by 93%, this goal was seen as very effectively achieved by only 14%, and effectively achieved by 79%.

"Understand the importance of effective citizenship." This goal was considered "very important" by only 35% (and important by 58%) and was seen as "very effectively achieved" by 42%, "effectively achieved" by 35% and "ineffectively achieved by 23%.

It is interesting that the two lowest-rated goals had to do with political process and political participation. While we cannot prove it, we suspect that these questions have tapped into students' political alienation, present even among the self-selected group of students who chose to take a course focused on policy issues in science, technology and society.

MDC 120 Student Course Evaluation

Because development work on this course did not begin until Fall, 1993, it was passed later than the others and has run only twice to date. Through a misunderstanding, one instructor failed to administer the course evaluation survey, so our data for this survey remains very partial and incomplete. With that in mind, let us briefly summarize the survey results.

Findings

The overwhelming majority of respondents agreed or strongly agreed with the statements, which were all positively phrased. There were negative responses to only two statements, by 16% of respondents.

Analysis

Respondents reacted positively to the quality of course instruction (the organization of the course, its presentation, the instructor, and the assigned work). 88% strongly agreed or agreed that "the course has been planned in an orderly manner." 75% also strongly agreed or agreed that "course objectives have been outlined and explained in a clear and understandable fashion." 100% strongly agreed or agreed that "lectures were presented in a clear and effective manner," and 88% strongly agreed or agreed that "visual aids were informative, interesting and relevant." 100% strongly agreed or agreed that guest lecturers advanced their understanding and made them aware of different ways of viewing the course materials.

86% strongly agreed or agreed that "the instructor was actively helpful and genuine concerned with your progress," and 100% strongly agreed or agreed that the instructor was able to elicit productive, stimulating classroom discussion.

Evaluation of assigned work was also very positive, with 100% of students strongly agreed or agreed that "exams, papers and written homework assignment have been designed to reflect and utilize the course materials." 100% strongly agreed or agreed that "exams, papers and written homework were carefully reviewed and fairly judged."

Several questions enabled respondents to evaluate how well the course had helped them develop their ability to think critically. 88% strongly agreed or agreed that "this course has encouraged critical thinking and analysis." 100% strongly agreed or agreed that "exams, papers and written homework have been designed to encourage critical thinking and writing." 88% strongly agreed or agreed that "exams, papers and written homework gave you opportunities to develop your own original ideas."

Respondents rated MDC 120 very effective as a multidisciplinary course. 84% strongly agreed or agreed that "this course helped me see connections between developments in science and technology and their effects upon society." 100% strongly agreed or agreed that "this course helped me explore the "ethical, environmental, social, economic and political context of issues in science, technology and society." 84% strongly agreed or agreed that "this course helped me see interconnections and/or contrasts between various disciplines" and 66% strongly agreed or agreed that "this course helped me become interested in disciplines I had not studied before."

Qualitative Data

The quantitative data taken in conjunction with the qualitative responses to essay questions gives us a fuller picture of student reaction. Statistical data alone does not reveal the genuine interest and enthusiasm for the course that can be seen in students' candid remarks.

Student Comments

Students stressed the value of an issue-oriented multidisciplinary approach in developing their capacities for critical thinking:

"The course really opened my eyes to different issues that I have never considered"

"I look at issues differently and have broadened my opinions greatly."

(The course) "forces everyone to be able to think for themselves on controversial issues. And because of this class, I personally am a lot more aware of certain factors that will affect my life."

"The course was very challenging to me because it made me put my thoughts on paper, which is sometimes hard to do."

"The course opened by eyes to new things and how they affect the world."

"I think more about what I'm going to do and also ask myself why? what for? when going into a situation."

Conclusion

MDC 120 has been successful in its methodology and in achieving its academic goals. The intense faculty effort and the attention accorded each student have been appreciated. The course has given students positive habits of critical thinking, writing and reading. Students have gained experience in making connections between and among science and humanities disciplines and the course's focus on contemporary issues in science, technology and society has been grasped and utilized by most students.

Student Evaluation of MDC 130

Student Goals Evaluation

Findings

The overwheming majority of respondents rated course goals as "very important" or "important." There were few respondents who rated any of the goals as only "minimally important." In the case of only one goal (discussed below) did as many as 21% consider the goal as "minimally important." Assessment of the effectiveness of the course in achieving its goals was slightly less emphatic, with the great majority of respondents rating most goals as very effectively or effectively achieved. In the cases of only 4 goals did upwards of 20% of respondents rate the goals as "ineffectively achieved."

Analysis

Importance of Goals Ten of the 16 goals were rated as "very important" by at least a majority of respondents, but several goals were rated as "very important" by exceptionally large majorities (60% or more). Several of the goals most highly rated described mastery of the course contents at the most inclusive level:

"To become acquainted with some of the major ideas of the late 20th century." Rated "very important" by 80%.
"To become acquainted with some of the works of major writers, thinkers, artists and scientists of the late 20th century." Rated "very important" by 70%.
"To discover the implications of living in a global community." Rated "very important" by 80%.
"To be able to recognize similarities and differences of beliefs and values in a complex world." Rated "very important" by 60%.

Effectiveness of achievement of goals There was a fairly strong relationship between the importance assigned to a goal and how effectively students believed that goal to be achieved. Of the four goals rated "very important" by the largest majority of respondents, all were also most highly rated by effectiveness of achievement:

"To become acquainted with some of the major ideas of the late 20th century" was rated "very effectively achieved by 60% of respondents and "effectively achieved" by an additional 30%.
"To become acquainted with some of the works....." was rated "very effectively achieved" by 60% of respondents and "effectively achieved" by an additional 40%. No respondent rated this goal as ineffectively achieved.
"To discover the implications of living in a global community," was rated "very effectively achieved" by 47% of respondents and "effectively achieved by another 47%.
"To be able to recognize similarities....." was rated "very effectively achieved" by 41% of respondents and "effectively achieved" by another 47%.

Two goals received unusually low ratings, both for importance and effectiveness:

"To understand the emergence of diversity in the post-colonial, post-Cold War world." Rated "minimally important" by 18% and ineffectively achieved by 30%.
"To develop the ability to decipher the key meaning and implications of important texts." Rated "minimally important" by 21% and ineffectively achieved by 28%.

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We suspect that students were confused about the meanings of both these goals, because of vocabulary problems.

Conclusion

This course has been successful in achieving its goals. Students rated the goals of MDC 130 as important, and they found the goals to have been achieved effectively.

Student Course Evaluations - MDC 130

Findings

The overwhelming majority of respondents strongly agreed or agreed with the statements, which were all positively phrased. In no case were more than 14% of responses negative.

Analysis

Respondents reacted positively to the quality of course instruction (the organization of the course, its presentation, the instructor and the assigned work). 64% strongly agreed or agreed that "the course has been planned in an orderly manner." 78% also strongly agreed or agreed that "course objectives have been outlined and explained in a clear and understandable fashion." 64% strongly agreed or agreed that "lectures were presented in a clear and effective manner," and 71% strongly agreed or agreed that "visual aids were informative, interesting and relevant." 71% also strongly agreed or agreed that "guest lecturers enhanced your understanding and made you aware of different ways of viewing the course materials." 85% strongly agreed or agreed that "the instructor was actively helpful and genuinely concerned with your progress," while 93% strongly agreed or agreed that "the instructor was able to elicit productive, stimulating classroom discussion."

Evaluation of assigned work was also very positive, with 78% of respondents strongly agreeing or agreeing that "exams, papers and written homework assignments have been designed to reflect and utilize the course material." 85% strongly agreed or agreed that "exams, papers and written homework have been carefully reviewed and fairly judged."

Several questions enabled respondents to evaluate how well th course had helped them develop their ability to think critically. Students were particularly enthusiastic about this aspect of the course. 93% strongly agreed or agreed that "this course has encouraged critical thinking and analysis." 85% strongly agreed or agreed that "exams, papers and written homework assignment have been designed to encourage critical thinking and writing," and 85% also strongly agreed or agreed that "exams, papers and written homework assignments gave them opportunities to develop their own original ideas."

Qualitative Data

The quantitative data taken in conjunction with the qualitative responses to essay questions gives us a fuller picture of student reaction. Statistical data alone does not reveal the genuine interest and enthusiasm for the course that can be seen in students' candid remarks.

Student Comments

Critical Thinking

"Students were encouraged by the instructor to disagree with herself and each other. The role of devil's advocate was assumed on several ocassions and was interesting and stimulating."

"The topics that we discussed were controversial and that made our brains switch over to analyze."

"Class discussions and papers encouraged critical thinking and analysis. We were told our thoughts weren't wrong, as long as we fully explained the ideas we had read about."

"This course got us to discuss and argue topics that we would not normally think about."

"This course makes you think and make creative ideas."

"Being a new student I was not used to looking into subjects critically and analyzing. I found the subject matter here helpful to develop my analyzing."

"The papers were analysis rather than research."

Multidisciplinary Connections

"In this course I gained new insight on the advancement of technologies. More emphasis should be placed on this because it is most important and interesting."

"Not being a science major, I liked the way science was introduced and liked the blending with sociology and politics."

"I would recommend this course to others because it discusses many current issues that are of interest to all ages of students. The course accurately covered an array of issues from the reemergence of viruses to rap music."

"This course was well-planned and provided stimulating insight into current social, economic and political aspects of society."

General Enthusiasm

"This course challenged the mind to think about what the world is becoming. The mix of ages of the students in the class gives everyone the ability to learn from different generations."

"I have gained new insight into other cultures. I would definitely recommend it to any students that would like to broaden their knowledge of different cultures and the effects of historical events on where our world and future is headed."

"This course is almost 'the world today'. It makes you think about what is really going on."

"I found this course very challenging. It gave me new insights into the changes in the world around me. I had no idea about 'post-modern' philosophy. Now I see the impact of globalization of the world almost everywhere."

Conclusion

MDC 130 has been successful in its methodology and in achieving its academic goals. The intense faculty effort and the attention accorded to each student have been appreciated. The course has given students positive habits of critical thinking, writing and reading. The humanities and sciences were richly linked, as the course made connections between art, literature, politics, economics and science, connections which were grasped and utilized by most students

Evaluation of Seminars

The success of MDC courses depends on faculty members' grasp of varied materials, much of it outside their own disciplines. Even familiar materials must be integrated in new ways, so instructors can present connections between ideas clearly and cogently. Faculty needed time to reorient their methods of teaching and discuss less familiar materials. Grant-supported faculty seminars give faculty member reassigned time to educate themselves before teaching the courses to students. A large measure of the strength and confidence behind MDC instruction has been the semester-long faculty seminar experience. It has assured consistency in course content, made instructors secure in their approach and created a bond between faculty from diverse disciplines.

Seminar participants wrote open-ended evaluations of their experience in the seminars, guided by a series of questions. (See Appendix S). Here are samples of their evaluations.

<u>On Seminar Format</u>

"The format of the training seminar was appropriate for the development of the World Cultures course. It reminded me of graduate school. It was a comfortable environment and, yet, a pedagogically rigorous experience that led to new perspectives on world cultures."

"The group of people assembled for the seminar was a good mix of disciplines and interests. It was also a nice blend of new faculty and "old timers." Each member felt comfortable in their own fields and with their own prior experiences but wanted to learn and grow through the seminar. There was respect for each other's points of view and differences in opinion were often followed through to further discussion and understanding."

"The seminar was a terrific experience. I learned a great deal, though I know I have much more to learn. Since I'm planning to teach the course next year, I'm especially grateful that we did so much class planning for each unit. Having to organize the material into lessons forced me to focus and synthesize, and the plans will be a huge help when I prepare to teach the course."

"It was an incredibly rewarding experience and the opportunity to interact so closely with colleagues from other departments made me realize how lucky I am to be on the faculty at Nassau. I wish other opportunities for such interaction existed -- it certainly is an enriching mental boost!"

"I enjoyed this format. It blended formal structure and relaxed, friendly opportunities to discuss, debate and explore issues with colleagues across the many disciplines in the college."

"First, it provided a place for me to meet and talk to faculty I didn't know. Because the material was challenging, I learned a lot from other members about how they wer understanding the readings and integrating them into their thinking about their disciplines. This helped me to think through the new material and find a way to conceptualize it."

"The format of the seminars was excellent. I have the feeling that we had a particularly good combination of participants (but maybe all the seminar participants say that!) It was clear that we

brought the perspectives of our various disciplines and experiences and that created a much richer mix than would have occurred with people all from the same department."

"The seminar created a collegial environment that is different from the one established in college-wide committees. We studied, read, talked, explored and questioned together -- it was refreshing to be a student, even though at the same time we were also looking at the material as potential teachers of it."

"Interacting with faculty from different departments was another very positive aspect of the seminar. I was fortunate to be part of a congenial and dedicated group of colleagues with whom I would be happy to work again in the future."

What Was Learned in the Seminars

"Although I have visited all the countries studied in the seminar, I feel I have learned a great deal more about them. By participating in the seminar I have learned more in the traditional formal sense of education rather than the informal experiential way one acquires knowledge through travel.

"I have a flood of ideas about the seminar. Let me share some general reflections: first and primarily, I learned a heck of a lot. That was great, but the down-side of that was the amount of work involved in that learning! I had been warned by past seminar participants, but I still underestimated the work load. But in retrospect, it was worth it."

"I learned an enormous amount. As an experienced professional and academic, I found that I certainly am a specialist. A "specialist" can be defined as "one who eventually knows more and more about less and less, until he knows everything about nothing." As a graduate of a fine liberal arts university, I found it was exciting to be exposed to the excitement of developments in other fields."

"I particularly liked the type of assignments we were given and the discussions that ensued from them. Having us choose the main themes for each unit and prepare lesson plans was very helpful for the future teaching of the course. The films, the slides, the consultant, all of this was very useful. Talking to those colleagues who have taught the course and kindly shared their experiences with us was also of great help."

"I came to the seminar thining I knew everything and discovered that I knew nothing. Having been in all three countries within the last year should have given me some insight and knowledge, but it served only to make the countries particularly interesting to me. I found that I learned from the readings most of all, of course, and also from the discussions....I will be reasonly prpared to teach the course after I read a little more (a basic history of Mexico, for example.) I also took an intensive advanced course in primate and human evolution at SUNY Stony Brook, in May 1994."

Integrating the Sciences and Humanities in a Multidisciplinary Course

"I suppose the most important aspect of the seminar was its cross-disciplinary nature. I have always felt that I can't understand the literature of an age unless I know something about its social organization, culture, science, medicine, religion, etc....This seminar gave me a chance to look at developments in science, psychology, genetics, mathematics, etc. that I wasn't familiar with, and I began to see how multiplicity of perspective has informed not only literature (my field) but all aspects of our postmodern culture. The opening of the canon in literature to works by women, by minority voices within the United States, and by people from other cultures parallels, I now see, a diversity of perspective in other disciplines as well. In politics, the move toward ethnicity and division rather than homogenization of peoples into mega-states; in psychology, new theories of the self as multiple rather than unitary and

unchanging; in mathematics, the idea of complexity rather than simplicity as a solution to problems; the ways in which medical science is blurring the boundaries around birth and death; the breakdown of divisons between high and low culture; new theories about scientific discovery as cooperative rather than individual -- all these ideas aare beginning to fit together for me, although admittedly still in an embryonic form, and I don't feel as though I'm lost in a culture too wide and complex for me to grasp."

"Personally, I often think that the somewhat arbitrary boundaries of 'academic disciplines' make it harder for students to learn; over time they allow themselves to lose the natural tendency to make connections among ideas. The format of the MDC seminars runs counter to that by encouraging the use of various disciplines and perspectives."

"The participation of colleagues from different departments was a wonderful education in interdisciplinary learning and thinking. Sometimes our vocabularies and approaches to a topic were so different. It was interesting to realize how biased one is because of a disciplinary boundary and how simply hearing a colleague's reaction, approach and concern could open up the discussion and my own ideas would acquire a broader context."

"I have concentrated on science, as well as historical and sociological aspects of the literary works. I know that we approach a subject differently depending on our disciplines. I want to integrate the approaches and will try, but of course I am a product of my own discipline (literature). Still, I am aware of this and will not rely too much on what is comfortable for me to the detriment of that which is less comfortable. I do not have to appear all-knowing in from of my students. If I don't know, I'll say so."

Effect of Seminar on Teaching

"Occasionally material that would help us in other areas of teaching was shared. Diane showed me a book she uses in her psychology class on addictions that I will use when teaching addictions to my nursing students."

"The seminar did have an impact on my teaching. Some of the active learning techniques that colleagues discussed have been integrated into my courses and I added some tid-bits of incultural content in both my Oral Communications and Mass Media courses."

"Yes, it had an effect, particularly in my Honors courses. It allowed me to create more links between my fields (Psychology and Statistics), the Arts, and the other sciences."

"One of the major effects on me of my participation in the MDC seminars has been the introduction of more "non-math" materials into my math courses. For example, in two different courses - Math 100 and Math 111, I now present Malthus' ideas and discuss limits to growth. I also mention his influence on Darwin. The math topics on which I build this presentation were already in this courses -- the difference is that I now present a multidisciplinary extension of those topics."

"I have been thinking about evolution and the differences between other animals and humans. I can use new ideas and information in my linguistics class (English 225)."

Evaluating Evaluation

We believe one of the strengths of this project has been its multiple forms of evaluation, providing many different angles of view of the grant-funded work. Nonetheless, it is also clear that this kind of evaluation is limited in what it can assess. Under the terms of the grant, we had to do short-term evaluation, within the 3-year life of the grant. That didn't permit us to assess the long-term broad effects of our project on curriculum or on student learning outcomes. Will a student who takes an MDC course in his/her second semester, better understand and integrate knowledge gained in science and humanities courses taken 4 or 5 semesters later? We don't know. Faculty who participated in grant-funded activities repeatedly praised their experience of collaboration, collegiality and interchange across the disciplines. What long-term effects will this have for intellectual and institutional life at the college? We have some hints in curriculum revision efforts and new grant-funded projects currently underway, but our evaluation instruments don't permit us more scientific assessment of long-term effects.

Budget Report

A. Salaries Expenditures have been made for adjunct replacements for all directors, for seminar leaders for 12 seminars, and for 48 seminar participants, over the period of 3 years. During the sameperiod, grant funds have been used to pay stipends to the workshop leaders for 3 workshops. Also, grant funds were used to pay stipends to a total of 23 workshop participants, 5 more than the 18 anticipated. This was made possible by paying smaller stipends to each individual. $1830 of money budgeted for salaries remained unobligated in 1995: $750 in money budgeted for workshop stipends and $1080 in money budgeted for secretarial help which we were unable to acquire. As explained in the grant extension request of 10/11/95, this money was used to fund adjunct replacement time for one director during Spring, 1996, to conduct evaluation activities.

B. Benefits All budgeted monies were paid out as specified.

C. Consultant Fees A total of $6000 was allocated for the 3 years of the project, for consultants and an outside evaluator, all of which has been obligated. $1200 had not yet been paid out as of 6/30/96.

D. Materials and supplies Of $1500 allocated, all funds have been obligated. $361 had not yet been paid out as of 6/30/96.

E. Travel Of $1500 allocated, all funds have been spent.

F. Indirect Costs No indirect costs have been charged to FIPSE.

BUDGET STATUS REPORT
YEAR 1: January 1993, December 1993

Amount of Award: $62,352

Categories	Current Budget 1/1/93-12/31/93	Expenditures 1/1/93-12/31/93	Unobligated Balance 12/31/93
Salaries	52,160	51.300	860
Benefits	5,216	5,216	0
Consultant Fees	3,000	2,350	650
Materials and Supplies	500	205	295
Travel	1,476	1,476	0
Indirect Costs	0		
Total Year 1	62,352	60,547	1,805

BUDGET STATUS REPORT
YEAR 2: January, 1994 - December, 1994

Amount of Award: 68, 481

Categories	Current Budget 1/1/94-12/31/94	Expenditures 1/1/94-12/31/94	Unobligated Balance 12/31/94
Salaries	59,710	59,100	610
Benefits	5,971	5,971	0
Consultant Fees	1,800	1,050	750
Travel	500	500	0
Supplies	500	342	158
Indirect Costs	0		
Total Project Costs Year 2	68,481	66,963	1,518

BUDGET STATUS REPORT
YEAR 3: January, 1995 - June, 1996

Amount of award: $55,041, plus $3,320 carried over from previous years

Category	Current Budget 1/1/95-6/30/96	Expenditures	Obligations as of 6/30/96	Unobligated Balance
Salaries	48,040 +1,470	48,510	1,000	0
Benefits	4,801	4,801	0	0
Consultant Fees	1,200+ 1,400	1,400	1,200	0
Travel	500	500	0	0
Supplies	500+ 453	592	361	0
Indirect Costs	0	0	0	0
Total Year 3	58,364	55,803	2,561	0

APPENDICES

Appendix A	Seminar application
Appendix B	List of consultants
Appendix C	Course outlines
Appendix D	Lesson plans
Appendix E1	Learning Community documents
Appendix E2	Learn Community teaching materials
Appendix E3	Workshop schedules
Appendix F	General Education Requirements Revision
Appendix G	Freshman Learning Communities data
Appendix H	Study Plans
Appendix I	Math Grant
Appendix J	MDC governance
Appendix K	Faculty awards
Appendix L	Learning Community faculty recruitment materials
Appendix M	MDC and Learning Community newsletters, other newsletters
Appendix N	MDC flyers, brochures
Appendix O	Einstein/Picasso programs and other programs
Appendix P	Literacy Day presentation
Appendix Q	Articles about project
Appendix R	Dr. Wolfe's report
Appendix S	Susan Greenstein's letter
Appendix T	Survey protocols
Appendix U	Request for faculty evaluation

NASSAU COMMUNITY COLLEGE
INTERDEPARTMENTAL MEMO

Date: Oct. 1, 1994

To: **All Teaching Faculty**

From: Linda Schneider, Sociology, X2-8004, Project Director, Multidisciplinary Faculty Seminars

Subject: **Application for Membership in the Spring, 1995 Faculty Seminars**

Enclosed are applications for the Spring, 1995, Multidisciplinary Faculty Seminars. The Seminars are now in their second year of funding from Projects in Science and the Humanities, awarded jointly by FIPSE, NSF and NEH. Since the start of MDC Seminars in 1989, faculty from twenty-three departments have participated.

The grant from Projects in Science and the Humanities provides a rare opportunity to fund further development of multidisciplinary education at the College, specifically, multidisciplinary courses that integrate the sciences and the humanities, and that are global, rather than solely Western in scope. Three new courses are now being developed:

Studies in World Cultures
Major Ideas in the Post-modern World
Issues in Science, Technology and Society

Seminars are offered on a rotating basis for those who wish to prepare to teach these three courses.

In Spring, 1995, two Faculty Seminars will be offered:

Faculty Training Seminar: Studies in World Cultures

Studies in World Cultures introduces the diversity of human experience, through case studies of three cultures. The course examines the legacies of Asian, Latin American and Islamic cultures; the impact of encounters between cultures, and the shaping of individual and national identity. Based on course development work done by previous seminars, the 1995 seminar will prepare faculty participants to teach World Cultures.

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Faculty Training Seminar: Major Ideas in the Post-modern World

This course follows The Making of the Modern Mind into the present, exploring influential post-modern thought in Western and non-Western arts and sciences. Based on course development work done by previous seminars, the Spring seminar will prepare faculty participants to teach Major Ideas in the Post-modern World.

A third Faculty Seminar will be offered in Fall 1995:

Faculty Training Seminar: Issues in Science, Technology and Society

This course examines selected current issues involving the interrelationships of science, technology and society. It studies how modern technology affects society and the environment, and also how social institutions shape the development and use of new science and technology. The course explores issues, compares policy alternatives and evaluates their costs and consequences. Based on course development work done by previous seminars, the Fall seminar will prepare faculty participants to teach Issues in Science, Technology and Society.

For further information on the Multi-disciplinary Seminars, please see the attached applications which describe in detail the activities and obligations of seminar participants.

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APPLICATION FOR MEMBERSHIP, SPRING 1995
Projects in Science and the Humanities Multi-disciplinary Faculty Seminars

FACULTY TRAINING SEMINAR: WORLD CULTURES

Working with course outlines and readings developed in earlier seminars, Spring participants will immerse themselves in course materials in preparation for teaching this new multi-disciplinary general education course. Seminar participants will contribute their own particular expertise, and will also read widely so that they may, through discussion and writing, learn and improve the course contents, and develop a multi-disciplinary approach to general education. Seminars will discuss both course contents and appropriate teaching methods for multi-disciplinary general education courses. We enclose a brief outline of **World Cultures,** found at the end of this application packet.

Seminars meet for one semester, once a week for a double period on Wednesdays from 11:30 to 2:15. Participants will receive three hours of released time. Faculty who have participated in past Multi-disciplinary Faculty Seminars under the NEH grant are welcome to apply for membership in these new seminars. We also look forward to broadening the Multi-disciplinary Faculty Seminar community by involving faculty members new to the project. *Applicants must intend to teach the course, and they must have the permission of their departments to accept released time and to teach the course in a future semester.*

Faculty members who do not wish to devote the time necessary to prepare to teach a section of the courses, but who would like to join the seminar discussions occasionally, are welcomed as part-time Contributors. They may wish to apply for full membership at some other time.

If you wish to apply as a seminar Participant or Contributor, please fill out the form on the back of this sheet.

MULTI-DISCIPLINARY FACULTY SEMINARS, SPRING, 1995
APPLICATION FOR MEMBERSHIP

FACULTY TRAINING SEMINAR: WORLD CULTURES

____ **Application for Full Membership**
(Three hours released time; departmental permission to teach the course necessary)

____ **Application for Contributors**
(Regular or occasional participation: no released time; not in preparation to teach the course.)

Please attach a page stating why you are interested in participating in the multi-disciplinary seminar for World Cultures. You may enclose a vita as well.

_____
Name

_____
Department

PLEASE RETURN THIS FORM BY NOV. 1, 1994

To: Joan Sevick, English

NASSAU COMMUNITY COLLEGE

APPLICATION FOR MEMBERSHIP, SPRING, 1995
Projects in Science and the Humanities Multi-disciplinary Faculty Seminars

FACULTY TRAINING SEMINAR: MAJOR IDEAS IN THE POST-MODERN WORLD

Working with course outlines and readings developed in earlier seminars, Fall participants will immerse themselves in course materials in preparation for teaching this new multi-disciplinary general education course. Seminar participants will contribute their own particular expertise, and will also read widely so that they may, through discussion and writing, learn and improve the course contents, and develop a multi-disciplinary approach to general education. Seminars will discuss both course contents and appropriate teaching methods for multi-disciplinary general education courses. We enclose a brief outline of **Major Ideas in the Post-Modern World**, found at the end of this application packet.

Seminars meet for one semester, once a week for a double period on Wednesdays from 11:30 to 2:15. Participants will receive three hours of released time. Faculty who have participated in past Multi-disciplinary Faculty Seminars under the NEH grant are welcome to apply for membership in these new seminars. We also look forward to broadening the Multi-disciplinary Faculty Seminar community by involving faculty members new to the project. *Applicants must intend to teach the course, and they must have the permission of their departments to accept released time and to teach the course in a future semester.*

Faculty members who cannot accept release time or do not wish to teach a section of the course, but who would like to join the seminar discussions, are welcomed as Contributors. They may wish to apply for full membership at some other time.

If you wish to apply as a seminar Participant or Contributor, please fill out the form on the back of this sheet.

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MULTI-DISCIPLINARY FACULTY SEMINARS, SPRING, 1995
APPLICATION FOR MEMBERSHIP

FACULTY TRAINING SEMINAR: MAJOR IDEAS IN THE POST-MODERN WORLD

_____ **Application for Full Membership**
(Three hours released time; departmental permission to teach the course necessary)

_____ **Application for Contributors**
(Regular or occasional participation: no released time; not in preparation to teach the course.)

Please attach a page stating why you are interested in participating in the multi-disciplinary seminar for Major Ideas in the Post-Modern World. You may enclose a vita as well.

_____
Name

_____
Department

PLEASE RETURN THIS FORM BY NOV. 1, 1994

To: Joan Sevick, English

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NASSAU COMMUNITY COLLEGE

APPLICATION FOR MEMBERSHIP, FALL, 1995
Projects in Science and the Humanities Multi-disciplinary Faculty Seminars

FACULTY TRAINING SEMINAR: ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY

Working with course outlines and readings developed in previous seminars, Fall participants will immerse themselves in course materials in preparation for teaching this new multi-disciplinary general education course. Seminar participants will contribute their own particular expertise, and will also read widely so that they may, through discussion and writing, learn and improve the course contents, and develop a multi-disciplinary approach to general education. Seminars will discuss both course contents and appropriate teaching methods for multi-disciplinary general education courses. We enclose a draft outline of **Issues in Science, Technology and Society**, found at the end of this application packet.

Seminars meet for one semester, once a week for a double period on Wednesdays from 11:30 to 2:15. Participants will receive three hours of released time. Faculty who have participated in past Multi-disciplinary Faculty Seminars under the NEH grant are welcome to apply for membership in these new seminars. We also look forward to broadening the Multi-disciplinary Faculty Seminar community by involving faculty members new to the project. *Applicants must intend to teach the course, and they must have the permission of their departments to accept released time and to teach the course in a future semester.*

Faculty members who are unable to accept release time or do not wish to teach a section of the course, but who would like to join the seminar discussions, are welcomed as Contributors. They may wish to apply for full membership at some other time.

If you wish to apply as a seminar Participant or Contributor, please fill out the form on the back of this sheet.

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MULTI-DISCIPLINARY FACULTY SEMINARS, FALL, 1995
APPLICATION FOR MEMBERSHIP

FACULTY TRAINING SEMINAR: ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY

_____ **Application for Full Membership**
(Three hours released time; departmental permission to teach the course necessary)

_____ **Application for Contributors**
(Regular or occasional participation: no released time; not in preparation to teach the course.)

Please attach a page stating why you are interested in participating in the multi-disciplinary seminar for **Issues in Science, Technology and Society**. You may enclose a vita as well.

_____
Name

_____
Department

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To: Joan Sevick, English

B

CONSULTANTS

1993

Dr. Janet Abu-Lughod
Chair, Department of Sociology
New School for Social Research

Dr. Abu-Lughod consulted with the MDC 110 and MDC 130 seminars, speaking about her own area of expertise - urbanization, development and politics in Egypt. She is widely known for her work on Middle Eastern cities. Her visit to the seminar was particularly helpful because she was also willing to speak as a teacher, about what students need to learn about the Middle East and what approaches work best.

Dr. Josef A. A. Ben Jochannan

Dr. Ben Jochannan is known as an expert in the history of Egypt as an African civilization and the influence of Egyptian civilization on European classical civilization. His presentation helped the MDC 110 seminar to appreciate the varied perspectives from which Egyptian civilization is studied today.

Dr. Leonard Waks
Department of Science, Technology and Society
Pennsylvania State University

Dr. Waks' consultation with the MDC 120 seminar was exceptionally helpful, because he is an expert on STS curriculum, as well as STS and philosophy. He informed seminar participants about the scope and diversity of STS courses taught nationwide, and helped seminar participants articulate their goals for the course. With his help, the seminar decided to structure MDC 120 around issues and policy alternatives.

Doyle McManus
Los Angeles Times

Doyle McManus, co-author of Flashpoints: Promise and Peril in a New World offered the MDC 130 seminar his expertise in interpreting the post-Cold War era, and developing a global view of contemporary political thought. His visit served three purposes: he consulted with the MDC 130 seminar, met separately with members of the MDC 110 seminar, and also gave a public lecture (See Appendix O) for the 1993 MDC Spring Festival.

Prof. Arthur C. Danto
Department of Philosophy
Columbia University

Prof. Danto consulted to the MDC 130 seminar on the topic of post-modernism in the western arts. He also delivered a public lecture as part of the MDC Spring Festival. (See Appendix O).

Prof. Ralph Davis
Department of Philosophy
Albion College

With financial assistance from the NCC Foundation, we were able to bring Prof. Davis to the College to consult with the MDC 130 seminar and to deliver the keynot address at the 1993 Annual Einstein's Time/ Picasso's Space MDC Conference on the topic of Contemporary Science and Modern Art. (See Appendix O).

1994

Dr. Leila Abu-Lughod
Department of Anthropology
New York University

Prof. Abu-Lughod consulted with the MDC 110 seminar about mass media, contemporary culture and politics in Egypt and the Middle East. She presented parts of her current study of Egyptian soap opera. secularism and fundamentalism, with video illustrations.

Victor Zamudio-Taylor
Department of Education
Museum of Modern Art

Mr. Zamudio consulted with the MDC 110 seminar on presenting art in a multidisciplinary context, discussing Mexican art in relation to Latin American culture and politics. He also consulted with members of the MDC 130 seminar on postmodernism in the arts in Latin America. Mr. Zamudio also delivered a guest lecture and slide show on Mexican art for the Spring, 1994 section of MDC 110, which several past and present MDC 110 seminar members observed.

Dr. Richard Milner
Senior Editor, Natural History Magazine

Dr. Milner, an anthropologist associated with the Museun of Natural History, consulted with the MDC 130 seminar on the subject of science and contemporary ideology and addressed the 1994 MDC Einstein's Time/ Picasso's Space Conference on the topic of evolution and creationism. (See Appendix O).

1995-1996

Dr. N. Katherine Hayles
Department of English
University of Iowa

Prof. Hayles has degrees in both science and literature, and her work emphasizes the connections between science and the arts. The MDC 130 seminars read her influential book Chaos and Order: Complex Dynamics in Literature and Science, so the opportunity to meet and talk with Dr. Hayles was an exciting one. Dr. Hayles both consulted with the MDC 130 seminar and also addressed an MDC public lecture on "Virtual Literature: Books That Live Inside Computers" (See Appendix O).

Dr. David Ferguson
Department of Science, Technology and Society
State University of New York at Stony Brook

Dr. David Sprintzen
Department of Philosophy
C.W. Post University

Dr. Joseph Malkevich
Department of Mathematics
York College, CUNY

Profs. Ferguson, Sprintzen and Malkevich met with participants in the MDC 120 seminars and past and present MDC 120 instructors in a multidisciplinary session on the topic of fairness, with Dr. Ferguson discussing "Quantitative Theory and Social Policy," Dr. Sprintzen discussing "The Ethics of Fairness," and Dr. Malkevich discussing "Mathematics and Models of Fairness." All three consultants helped MDC 120 faculty to plan a Fall MDC conference which will feature STS issues and showcase MDC 120 to the College and the community.

MDC 130 Major Ideas in the Post-Modern World **Dr. Joan Sevick Sp 1996**

Syllabus Text: - 4 Unit Reading Packets (to be distributed)
- "Glossary of Important Contemporary Ideas"
(Highly recommended: keeping a Reading Journal)

Unit I. <u>Introduction: From Modernism to Post-Modernism</u>
Major Ideas: Social Construction of Knowledge, Globalism,
Feminism, Information Technology, Scientific Unpredictability
Focus Figures: Foucault, Baudrillard, MacKinnon, Kuhn, Mandelbrot

Jan. 22. Background: Qualities of Modernism/Post-Modernism
Assignment: Todd Gitlin, "Postmodernism Defined at Last"
W.T. Anderson, from *Reality Isn't What it Used to Be*

Jan. 24. Collapse of Belief, Ideas of Self and Reality
Assignment: Tarnas, from *Passion of the Western Mind*
Foucault, from *Discipline and Punish (see Foucault packet)*
Baudrillard, "Disneyland" (Foucault & Baudrillard in class)

Jan. 29. Social Construction of Knowledge; Disneyland and the Hyperreal
Assignment: Flax, from "Postmodernism and Gender Relations in Feminist Theory
Wolf, from *The Beauty Myth*

Jan. 31. Beauty and Power
Assignment: MacKinnon, from *Only Words*
"Free Speech"
Margolis, "Popular Culture Leaves its Mark on the 20th C"

Feb 5. Pornography and the Law
Assignment: Bagdikian, "Global Media Corps Control What We Watch"
Lanham, "Digital Literacy"

Feb. 7. Media and Information Technology: Surfing the Internet
Assignment: Stam, "Mobilizing Fictions: Gulf War..."

Feb. 12. Recruiting the Spectator
Assignment: Kuhn, from Historical Structures of Scientific Discovery
Horgan, "The Death of Proof"
Greenstein, "Imps"
From *Jurassic Park* in class

Feb. 14. Fractals and Unpredictability
Assignment: Everyone: "Four Stages of Environmentalism"
1. Boyle, "Top of the Food Chain"
Willis, "Biodiversity"
(3 groups) 2. McKibben, "Not So Fast"
Gelbspan, "The Heat is On"
Asimov & Pohl, "Gaia and Global Warming"
3. Eriksen, "Nuclear Waste"
Gould, "Chernobyl--the Hidden Tragedy"

Unit II. Science & Technology

Major Ideas: Chaos & Complexity, Environmental issues, Genetic Engineering, A-Life and A.I., AIDS and other Epidemics, Medical Ethics, Alternative Medicine

Focus Figures: Watson & Crick, Lovelock, Gould, Minsky, Kevorkian

Feb. 21. Biodiversity and Global Warming

Assignment: Paper (2-3 pages)

Feb. 26. Environmental Hazzards

Paper Due

Assignment: 1. Swerdlow, "The Double-Edged Helix"
Lewontin, from Biology as Ideology

(3 groups) 2. Gould, "Curveball"
Cooke-Deegan, "Private Parts"

3. Minsky, "Will Robots Inherit the Earth?"
Morovec, from *Mind Children*

Feb. 28 DNA: Did O.J. Do It?

March 4 (Conference) Community Service Project Assignment

March 6 Genome Project , Artificial Life & Intelligence

Assignment: MacKinnon, "Politics of Popular Representation"
"Testing for AIDS"
"The Great AIDS Debate"

March 11 AIDS Issues

Assignment: Le Guenno, "Emerging Viruses"
"Why Worry?"
"Gibbs, "Rx for Death"

March 13 Medical Ethics

Assignment: Holloway, "Trends in Women's Health"
"Vital Signs"
Wallis, "Why New Age Medicine is Catching On"
Kakar, "Western Science, Eastern Minds"

March 18 Alternative Medicine

Paper Due: Community Service Project

Assignment: Havel, "The Post-Communist Nightmare"

Unit III. The New World Order

Major Ideas: Post-Communism, Post-Colonialism, Economic and Cultural Globalism, Migrations, Fundamentalism

Focus Figures: Havel, Lee, Said, Rushdie, Nasrin

March 20 Post-Communism and Post-Colonialism

Assignment: Gourevich, "After the Genocide" (Rwanda)
Wright & McManus, from *Flashpoints*

March 25. Genocide and Ethnic Nationalism
Paper Assignment (or in class quizz)
Assignment: Sesser, "Singapore"
Sassen, "New YoLoTo"
Barber, "Jihad vs. McWorld"

March 27 McWorld
Assignment: Rifkin, "Work"
Reich, from *The Work of Nations*

April 8. The Future of "Work"
Assignment: Smith, "Where Capitalism is Shaped by Islam"
Ahmed, "Terror and Tolerance"
Said, "The Phoney Islamic Threat"
Coffman, "Choosing the Veil"
Ghosh, The Fundamentalist Challenge"

April 10. Islam and other Fundamentalisms
Assignment: Mukherjee, "Jasmine"
Kinkaid, from *Lucy*
Rushdie, "The Red Shoes"

Unit IV. <u>Post-Modern Literature, Music, and Art</u>
Major Ideas: Magic Realism, "Language" Poetry, Music, Science & Technology,, Photography & Monuments, Performance Art
Focus Figures: Kincaid, Mukherjee, Carter, Marquez, Rushdie, Ashbery, Cage, Glass, Warhol, Sherman, Freud, Tansey, Anderson, Lin

April 15. Post-Colonial Women Writers
Assignment: Marquez, "A Very Old Man with Enormous Wings"
Carter, "In the Company of Wolves" or
"Loves of Lady Purple"

April 17. Magic Realism and Postmodern Poetry
Assignment: Paper

April 22. Music and Science: Cage & Glass
Paper Due
Assignment: Samuels, "The Rap on Rap"
Gates, "2Live Crew Decoded"
Wallace, "When Black Feminism Faces the Music..."

April 24. Music and Technology: Rap etc.
Assignment: "Lucian Freud: Recent Work"
Danto, "Lucian Freud"

April 29. Postmodern Visual Art
Assignment: "Introduction to Feminism & Art in the 20th C"

May 1. "But is it Art?"
Assignment: Zinser," I realized her tears were becoming part of the memorial"

May 6. Memorials and Performance Art
REVIEW

May 8. Class Essay

May 13. Final grades based on participation and papers

MDC 130 **Unit I. Reading Packet**

UNIT 1 Introduction: From Modernism to Post-Modernism
Major Ideas: Social Construction of Knowledge, Globalism, Feminism, Information Technology, Scientific Unpredictability
Focus Figures: Foucault, Baudrillard, MacKinnon, Kuhn, Mandelbrot

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Time Line....1-4

1. James Joyce, from Portrait of the Artist as a Young Man....5
2. Donald Barthelme, "The Explanation"....6-11

The Collapse of Belief, Ideas of the Self and Reality

3. Todd Gitlin, "Postmodernism Defined at Last" *UTNE*....12-19
4. Walter Truett Anderson, from *Reality Isn't What It Used to Be*....20-24

The Social Construction of Knowledge

5. Richard Tarnas, from *The Passion of the Western Mind* "....25-32
6. Michel Foucault, from *Discipline & Punish*....(Foucault Packet)
7. Jean Baudrillard, "Hyperreal & Imaginary" from *Simulacra & Simulations*....33

Feminism, Pornography, and the Law

8. Jane Flax, from "Postmodernism and Gender Relations in Feminist Theory"....34-40
9. Naomi Wolf, from *The Beauty Myth*....41-46
10. Catherine A. MacKinnon, from *Only Words*....47-56
11. "Free Speech" Interview....57-63

Media and Information Technology

12. Jon Margolis, "Popular Culture Leaves its Mark on the 20th century"....64-65
13. "Short Takes"....66
14. Ben H. Bagdikian, "Global Media Corporations Control What We Watch"...67-72
15. Robert Stam, "Mobilizing Fictions: the Gulf War, the Media, and the Recruitment of the Spectator"....73-86
16. Richard A. Lanham, "Digital Literacy"....87-88

Unpredictability and the Death of Proof

16. Thomas Kuhn from *The Historical Structure of Scientific Discovery*....89-95
17. John Horgan, "The Death of Proof"....96-101
17. Michael Crichton, from *Jurassic Park*....102-106
18. George Greenstein, "Imps"....107-109
19. Mark R. Brown, "Brave New World of Fractal Imagery"....110-112
20. Fractals....113

MDC 130 Unit II. Reading Packet

Unit II. Science & Technology

Major Ideas: Chaos & Complexity, Biodiversity, Global Warming, Genetic Engineering, A.I., A-Life, AIDS and other Epidemics, Medical Ethics

Focus Figures: Watson & Crick, Lovelock, Gould, Minsky, Kevorkian

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1.	David Morris, "Four Stages of Environmentalism"	2-3
2.	T. Coraghessan Boyle, "Top of the Food Chain"	4-6
3.	Caroline Wallis, "Biodiversity"	7-12
4.	Bill McKibben, "Not So Fast"	13-14
5.	Ross Gelbspan, "The Heat is On"	15-21
6.	Isaac Asimov & Frederik Pohl, "Gaia and Global Warming"	22-26
7.	Kai Erikson, "Nuclear Waste"	27-32
8.	Jay M. Gould, "Chernobyl--the Hidden Tragedy"	33-35
DNA and Genetic Engineering		
10.	Joel L. Swerdlow, "The Double-Edged Helix"	36-43
11.	R.C. Lewontin from *Biology as Ideology*	44-49
12.	Stephen Jay Gould, "Curveball"	50-55
13.	Robert Cooke-Deegan, "Private Parts"	56-61
14.	Marvin Minsky, "Will Robots Inherit the Earth?"	62-69
Epidemics, Alternate Medicine, and Medical Ethics		
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17.	"The Great AIDS Debate"	71-73
18.	Kenneth MacKinnon, "The Politics of Popular Representation"	74-83
19.	Bernard Le Guenno, "Emerging Viruses"	84-91
20.	"Why Worry?"	92
21.	Nancy Gibbs, "Rx for Death"	93-97
21.	Marguerite Holloway, "Trends In Women's Health: A Global View"	98-104
22.	"Vital Signs"	105
23.	Claudia Wallis, "Why New Age Medicine is Catching On"	106-112
24.	"What Is Doctors Without Borders?"	113
25.	Sudhir Kakar, "Western Science, Eastern Minds"	114-120

MDC 130 Unit III . Reading Packet

Unit III The New World Order

Major Ideas: Post-Communist, Post-Colonialism, Economic & Cultural Globalism, Migrations, Fundamentalism
Focus Figures: Havel, Lee, Said, Rushdie, Nasrin
Focus Areas: Czech Republic, Bosnia, Singapore, Japan, Islam

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Post-Communism and the Rise of Ethnic "Nationalism"

1. Vaclav Havel, "The Post-Communist Nightmare".....1-2
2. Roger Cohen, "In Sarajevo: Victims of a 'Postmodern' War" 3-4
3. Robin Wright & Doyle McManus, from *Flashpoints*.....5-19
4. Beckian Fritz Goldberg, "Refugees".....20

The New Economic World Order

5. Stan Sesser, "A Nation of Contradictions: Singapore".....21-24
6. Saskia Sassen, "New YoLoTo".....25-26
7. Benjamin R. Barber, "Jihad vs. McWorld" 27-35
8. Jeremy Rifkin, "Work".....36-45
9. Robert B. Reich, from *The Work of Nations*.....46-53
10. Shotaro Ishinomori. "Japan Inc." (Comic Book).....54-58

Islam and Other Fundamentalisms

11. Pamela Ann Smith, "Where Capitalism is Shaped by Islam".....59-62
12. Akbar S Ahmed, Terror and Tolerance".....63-66
13. Edward Said, "The Phoney Islamic Threat" 67-69
14. Jim Coffman, "Choosing the Veil".....70-71
15. Amitav Ghosh, "The Fundamentalist Challenge" 72-84

MDC 130 **Unit IV Reading Packet**

Unit IV. Literature, Music, and Art

Major Ideas: Magic Realism, "Language" Poetry, Music & Science, Post-Modern Photography & Monuments, Performance Art
Focus Figures: Kincaid, Mukherjee, Carter, Marquez, Ashbery, Cage, Glass, Warhol, Sherman, Freud, Anderson, Lin

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Postcolonial Literature & Magic Realism

1. Bharati Mukherjee, "Jasmine".....1-5
1. Jamaica Kinkaid, from *Lucy* 6-30
3. Gabriel Garcia Marquez, "A Very Old Man With Enormous Wings" 30-33
4. Angela Carter, "In the Company of Wolves".....34-38
5. ----------"Loves of Lady Purple" 39-47
6. S. Crichton "Caught Between East & W est , Rushdie Keeps On".....48
7. John Ashbery, "Coventry" and "The Large Studio".....49-50

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8. Philip Glass, "Einstein on the Beach".....51-54
9. David Samuels, "The Rap on Rap,".....55-59
10. Henry Louis Gates, "2 Live Crew, Decoded".....60-61
11. Michele Wallace, "When Black Feminism Faces the Music, and the Music Is Rap".....61-62

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12. Versions of Matisse.....63
13. Introduction to Feminism & Art in the 20th Century.....64-65
14. "Lucian Freud: Recent Work".....66-67
15. Arthur Danto, "Lucian Freud".....68-71
16. William Zinser, "I realized her tears were becoming part of the memorial".....72-81

MDC 110 - WORLD CULTURES
COURSE OUTLINE AND READING LIST

Assigned Readings

FRAMING NARRATIVES:

Mahfouz, Naguib, Midaq Alley, Doubleday, Anchor, 1992.

Fuentes, Carlos, The Death of Artemio Cruz, Alfred MacAdams, tr. Ferrar, Straus & Giroux, 1991.

Tanizaki, Junichiro, Some Prefer Nettles, Edward G. Seidensticker, tr., Perigee Japanese Library, 1981.

ANALYTICAL PERSPECTIVES:

Course Reading Packet, Barnes and Nobles (selected contents follow course outline)

PERSPECTIVES IN FILM:

Cairo Station (Youssef Chahine, 1958, feature film)
Islam, Smithsonian Institution
The Mexican Muralists
The Funeral (feature film, Japan)

Course Outline

Unit 1. The Human Legacy

- A. Humanity Emerges
  1. The Brief Story of the Human Species
  2. Africa: The Bright Continent
- B. Human Differences
  1. Humanity Settles the Globe
  2. Human Race or Human Races?

Unit 2. Egypt in the World of Islam

- A. Introducing Egyptian Life
  1. Basic Loyalties: Family, Nation, Islam
  2. Fundamental Contrasts: Male and Female; City and Country; Rich and Poor
  3. Architecture and Life: City, Mosque and Home
  4. The Arts: Film: Cairo Station

B. Legacies: Egypt's Heritage
   1. Land and People: The Nile; Egypt and Africa
   2. Before the Pharaohs: Arts, Agriculture, Religion
   3. Classical Egypt: Architecture, Technology, The State

C. Encounters: Egypt at the Crossroads of Civilization
   1. At A Crossroads of Ideas and Peoples : Invasions and Conquests
   2. Egypt and The Islamic World: Cities, Scholars and Mystics
   3. From Religious Values to Lifestyles

D. Identity: The Crucible of Past and Present
   1. Islamicizers and Westernizers: The Veil, The Army, The Islamic Brotherhood
   2. Recycling the Past
      a. The Land Transformed: Chaining the Nile
      b. The Artist Reinterprets Identity

Unit 3 Mexico: Latin and American

A. Introducing Mexican Life
   1. Basic Loyalties: "Every Man A King", Village, Church, Nation
   2. Fundamental Contrasts: Male and Female; City and Village; Rich and Poor; Indian/Mestizo/ White
   3. Architecture and Life: Layered Cities, Layered Traditions
   4. The Arts: Magical Realism in Latin America

B. Legacies: Understanding Mexico's Heritage
   1. Land and People: North America; the Valley of Mexico
   2. Ancient Heritage: Maya and Aztec Art, Architecture, Science

C. Encounters: The New World and The Old
   1. The Conquistadors: Conquering People and Land
   2. Worlds in Collision: Domination, Fusion, Separatism: The Church, The Hacienda, The Indian Village, The Fiesta
   3. Second Encounter: The Modern West, The Global Economy: The Maquiladora, The Emigrant, The Novelist

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D. Identity: The Crucible of Past and Present
   1. Three Mexicans: Indian, Mestizo, "White"
   2. The Artist Recycles the Past: The Revolution and the Mexican Muralists
   3. The Land Transformed: The Burden of Industrialization

Unit 4. Japan: Asian Giant

A. Introducing Japanese Life
   1. Basic Loyalties: Company, Nation/Race, Mother/Child
   2. Fundamental Contrasts: Male and Female, Traditionalist and Innovator
   3. Architecture and Life: Traditional Houses and Modern Apartments, The Office, The Temple
   4. The Arts: Poetry and the Japanese Aesthetic

B. Legacies: Understanding Japan's Heritage
   1. Land and People: The Legacy of Isolation in a Marginal Environment
   2. Ancient Heritage: The Forest People and Shinto Religion
   3. Borrowing and Reworking: Chinese Religion, Arts and Statecraft

C. Encounters: East and West
   1. Japan and the West: Three Encounters
   2. Japan and Asia: China, Korea, and Manchuria

D. Searching for Identity: The Crucible of East and West
   1. America in Japan: Recycling Western Institutions: The Corporation, The School, The Comic Book
   2. The Artist Recycles the Past: Japanese Literature Today
   3. The Land Transformed: Urban Sprawl, Depopulated Countryside; Japan Goes "Green"

STUDIES IN WORLD CULTURES
MDC 110

9/96

UNIT I: THE ORIGINS OF HUMAN DIVERSITY

p. 1.....Horace Miner, "Body Ritual Among the Nacirema", American Anthropologist, 58: 503-507, 1956.

p. 5.....Tom Redburn, "Luring Two Pigeons With One Bean," The New York Times, 2/13/94

p. 6.....Leah Beth Ward, "When A Deal Can Turn on a Turn of Phrase," The New York Times, 9/12/93.

p. 7.....Robert Gilman, "The Human Story," In Context, Winter, 1985.

p. 15.....John Van Sickle, COSMOS, time chart

p. 16.....Donald Johanson and James Shreeve, Lucy's Child, 1989, excerpts.

p. 27....."The Peopling of the Earth," map, H. J. de Blij, Human Geography, John Wiley and Sons, 1993

p. 29.....Marvin Harris, Our Kind, Harper, 1989, excerpts.

p. 35.....Sribala Subrmanian, "The Story in Our Genes," Time, 1/16/95.

p. 37.....Tom Morganthau, "What Color Is Black?" Newsweek, 2/13/95

p. 40.....Italo Calvino, "Neanderthal Man"

STUDIES IN WORLD CULTURES
MDC 110

9/96

UNIT II: EGYPT AND ISLAMIC CULTURE

p. 1 "Egypt," Global Studies, Annual Editions, Duskin Publishing Group, 1993.

p. 10 "Castles of Eternity," Daniel Boorstin, The Creators, ch. 10.

p. 17 Thomas W. Lippman, Understanding Islam, 1990, excerpts

p. 36 "Readings from the Qur'an"

p. 40 maps

p. 42 Carolyn Fluehr-Lobban, Islamic Society in Practice, excerpts.

p. 62 Jehan Sadat, "Life in the Villages."

p. 66 Helen Watson, Women in the City of the Dead

p. 81 Sana Hasan, "My Lost Egypt"

p. 87 The New York Times, four articles

p. 96 "An Interview with Heba Ra'uf Ezzat"

p. 98 "Intercultural Cases"

MDC 110 Readings
Egyptian Short Stories
Fall, 1996

p. 1.....*Dreams of Trespass: Tales of a Harem Girlhood,* by Fatima Mernissi, excerpts
p. 10.....*The Time and the Place,* by Naguib Mafouz, Introduction
p. 13....."Zaabalawi"
p. 20....."The Conjuror Ran Off With the Dish"
p. 25....."The Answer Is No"
p. 27....."The Ditch"
p. 30....."The Lawsuit"
p. 34....."His Majesty"

p. 36....."Man of Gamaliya," by Milton Viorst, excerpt

p. 40.....*My Grandmother's Cactus:Stories by Egyptian Women,* Marilyn Booth, ed., Introduction
p. 43....."Zeenat Marches in the President's Funeral," by Salwa Bakr

p. 50....."Another Evening at the Club," by Alifa Rifaat

p. 56....."House of Flesh," by Yusuf Idris

STUDIES IN WORLD CULTURES
MDC 110

2/2/96

UNIT III: MEXICO AND LATIN AMERICAN CULTURE

p. 1....."Mexico," from Global Studies, Dushkin, Pub.
p. 10.....Serge Gruzinski, The Aztecs, Rise and Fall of An Empire.
p. 23.....Bernal Diaz del Castillo, "Arrival of the Conquistadors."
p. 25.....Codex Florentino, "The Messengers Report to Montezuma."
p. 26.....Rafael Marino, "Mayan Mathematics"
p. 34.....Eric Wolfe, Sons of the Shaking Earth
p. 38.....Carlos Fuentes, "Land and Liberty," from The Buried Mirror
p. 49.....Diego Rivera, murals
p. 52.....Judith Alder Hellman, Mexican Lives
p. 68.....Dick J. Reavis, Conversations With Moctezuma, excerpts
p. 76.....Javier Perez Siller, "Skeletons at the Feast"
p. 80.....Medea Benjamin, "Interview: Subcomandante Marcos"
p. 88.....Jerry Adler and Tim Padgett, "Selena Country"
p. 92.....Rafael Marino, "A Statistical Comparison of Four Countries"
p. 96.....The New York Times, articles about events in Mexico

STUDIES IN WORLD CULTURES
MDC 110

MEXICO AND LATIN AMERICAN CULTURE: LITERATURE

9/19/95

p. 1....."Broken Spears"
p. 2....."Maya Literature After the Conquest"
p. 3.....Octavio Paz, "Obsidian Butterfly"
p. 4.....Juan Rulfo, "They Gave Us the Land"
p. 7.....Octavio Paz, poems
p. 9.....Chac-Mool - photo
p. 10.....Carlos Fuentes, "Chac-Mool"
p. 17.....Jesus Morales Bermudez, "Toward the Horizon"
p. 20.....Barbara Jacobs, "Aunt Luisita"
p. 29.....Elena Poniatowska, "The Rupture"
p. 34.....Octavio Paz, "The Sons of La Malinche," from The Labyrinth of Solitude
p. 42.....Sylvia A. Gonzalez, "La Chicana: Guadalupe or Malinche"
p. 46.....The Mexican Day of the Dead, Chloe Sayer, ed.
p. 56.....Mexican Women Artists, from Heresies magazine
p. 60.....Robin Richmond, Frida Kahlo in Mexico

STUDIES IN WORLD CULTURES
MDC 110

3/4/96

UNIT IV: JAPAN AND ASIAN CULTURE

p. 1	"Japan," from Global Studies, Dushkin, pub.
p. 19	Learning to Bow, by Bruce S. Feiler, excerpts
p. 39	"A Road Not Taken: The Japanese Triumph of Wood," from The Creators, by Daniel Boorstin
p. 46	"The Civilization of the Forest," by Takeshi Umehara
p. 55	"Instructions for the Zen Cook," by Tenzo Kyokun
p. 60	The Next Century, David Halberstam, excerpts
p. 65	"Jobs for Life," by Eamonn Fingleton
p. 69	"Japanese Women," by Deborah Fallows
p. 80	"The Forces of Order in Japan and the United States," David Bayley
p. 99	"The Nonverbal Statement," Japanese Business Etiquette, Diana Rowland
p. 102	"Japan's Invisible Minority," by Nicholas D. Kristof
p. 105	"Many Japanese Women are Resisting Servility," by Sheryl WuDunn
p. 107	"Rappers' Credo: No Sex Please! We're Japanese," by Nicholas D. Kristof

STUDIES IN WORLD CULTURES
MDC 110

3/4/96

UNIT IV: JAPAN AND ASIAN CULTURES

SELECTED JAPANESE LITERATURE

p. 1.....Matsuo Basho, The Narrow Road to the Deep North, excerpts
p. 5.....Modern Japanese poetry, selections
p. 12.....”The Land of Laureates: Japan’s Passion is Poetry,” by Nicholas D. Kristof
p. 14.....Yasunari Kawabata, Snow Country, excerpt
p. 24.....Yukio Mishima, “Patriotism”
p. 44.....Ikko Shimizu, “Silver Sanctuary”
p. 58.....Banana Yoshimoto, “Kitchen”

NASSAU COMMUNITY COLLEGE

MDC 120: ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY

Course Outline

INTRODUCTION: SCIENCE, TECHNOLOGY AND SOCIETY IN INTERACTION

A. What defines an STS Issue?
B. Examining Issues
- clarifying values and objectives
- evaluating scientific research data
- thinking critically about options and identifying political and economic objectives
- making public policy choices

UNIT I: ECOLOGICAL DIVERSITY AND SOCIETAL RESOURCE DEVELOPMENT

A. The Scientific Study of Biodiversity, Extinction and Conservation

- extinction rates: past and present
- ecosystems, carrying capacity, the biosphere
- genes and species, variation and varieties of organisms

B. Ethics and Biodiversity: Values in Conflict
Case study: forest ecosystems

- human use vs. animal survival
- global vs. local priorities
- economic growth vs. environmental preservation

C. Social Systems and Ecosystems: Causes and Consequences of Present High Extinction Rates

1. Technological Society and Social Change
   - the industrial revolution
   - technological advancement: benefits and costs
   - population growth

2. Technological Society and Forest Ecosystems
   Case Study: Developing the Amazon River basin
   - economic development: timbering, cattle ranching, farming and mineral extraction
   - regulating development: national and international politics and decision-making

D. Biodiversity and Public Policy
Case study: U.S. Policy: Renewal of the Endangered Species Act

- the players: government agencies, corporations, non-governmental organizations and politicians
- scientific research and scientific experts
- political institutions: "legislate, regulate, litigate and negotiate"

E. Biodiversity Issues Forum:
Alternatives for Public Policy: Evaluating Costs and Consequences

1. Choice #1: **Put Development First**
2. Choice #2: **Save Endangered Species**
3. Choice #3: **Preserve Endangered Ecosystems**
4. Choice #4: **Adopt Sustainability**

UNIT II: ISSUES IN TECHNOLOGY AND HEALTH

A. The Scientific Study of Technology, Pollution and Health Risks

1. evaluating risk: perception vs. quantifiable effects
2. pollution and disposal risks
- pollution thresholds
- minimum exposure standards
- synthetic vs natural organic chemicals

B. Ethics and Pollution: Values in Conflict
Case study: Pesticide Use

- pesticides: dangerous pollutants or useful production factors?
- increasing productivity vs. limiting pollution
- short-term advantages vs. long-term risks
- advantages to humans vs. risk to wildlife
- "scares" vs. informed advocacy

C. Pollution and Modern Technological Society

- birthrates, deathrates and population density
- modern industrial and agricultural technology
- the consumer culture and pollution

D. Pollution and U.S. Public Policy
Case Study: Regulating Pesticide Use

- regulatory agencies: the FDA, the EPA, the Dept. of Agriculture
- legislators: Congress and farm policy
- the individual: you and your lawn

E. Pesticides Issues Forum:
Alternatives for Public Policy: Evaluating Costs and Consequences

1. Choice #1: **Put development first**: the benefits outweigh the risks
2. Choice #2: **Keep the current system of safeguards**
3. Choice #3: **Tighten regulation and enforcement**
4. Choice #4: **Change to a sustainable, organic agriculture**

UNIT III.: POLICY OPTIONS FOR BIOGENETIC TECHNOLOGY

A. The Rise of a New Science

- molecular biology- a brief history
- the Genome Project- science and politics
- current applications of biogenetics
  - genetic testing
  - medical uses of genetic engineering
  - genetically altered products

B. Ethics and Biogenetics: Values in Conflict

1. Case study: genetic testing
- privacy issues: who should have access to genetic information?
- acting on genetic information: decisions about reproduction
- who should be tested for what and by whom?
- eugenics revisited?

2. Case study: genetic engineering
- should we tamper with nature through genetic engineering?
- are the dangers underrated or overrated?
- is genetic engineering an extension of breeding or a revolutionary new relationship to nature?

C. Social and Environmental Effects of Biogenetic Technology

1. Economic Impacts
- biogenetics and business: the next industrial revolution?
- biogenetics and agriculture: a new "green revolution"? A concentrated "genetic supply industry"?
- should genes be patentable?

2. Environmental and Health Impacts
- does genetic engineering threaten ecosystems?
- will genetic engineering introduce new health hazards?

3. Social Impacts
- legal and social effects of genetic testing
- will life acquire new meanings in the age of biotechnology?
- will biotechnology introduce new social inequalities?

D. Biogenetics and Public Policy: the politics of megascience projects
Case study: The Genome Project
- government vs. corporate financing
- scientific careers and organizations
- who should profit from biotechnology?

E. Biogenetics Issues Forum:
Alternatives for Public Policy: Evaluating the Costs and Consequences

1. Choice #1: **Give science free reign.** Only scientists are sufficiently informed to make decisions about genetic testing and genetic engineering.
2. Choice #2: **Regulate biogenetics to prevent harm to humans.** Apply FDA standards for safety.
3. Choice #3: **Regulate to protect ecosystems from harm from genetically engineered organisms.** Require proof that biogenetically engineered organisms will not harm ecosystems.
4. Choice #4: **Prohibit genetic engineering and/or testing entirely.**

UNIT IV.: ENERGY POLICY ISSUES

A. The Scientific Study of Energy Resources and Technologies

- energy needs
- energy sources and reserves: renewable and non-renewable
- rates of energy consumption

B. Ethics and Energy Use: Values in Conflict
Case Study: China's soft coal resources

- technological development vs. environmental pollution
- consumer lifestyles vs. conservation
- energy dependence vs. self-sufficiency
- capital-intensive technologies vs. alternative technologies

C. Rising Energy Use: Social and Technological Causes

- population growth
- consumer capitalism
- third world development
- waste vs. production costs

D. Energy Technologies: Social and Environmental Consequences
- should we worry about running out of energy resources?
- dependence on foreign oil reserves
- air and water pollution
- is global warming a real threat?

E. Energy Technologies and Public Policy
Case study: Government support for synfuels

- government policy and economic incentives
- vested interests and the energy business
- what should be the goals of an energy policy: safety? sustainability? low cost?

F. Energy Issues Forum:
Alternatives for Public Policy: Evaluating Costs and Consequences

1. Choice #1: **Rely on America's Domestic Fossil Resources**
2. Choice #2: **Switch to renewable resources - solar, wind, hydro, geothermal**
3. Choice #3: **Emphasize nuclear power**
4. Choice #4: **Energy Conservation: reduce energy use**

Course Outline: Issues in Science Technology and Society, STS 120

Instructor: Bob Rosenfeld, Math Dept. Building B, Room 3061
Office Hours: Wednesday 8:30-10am; Thursday 1-2pm
Office Phone: 572-7940 or 572-7383
Home phone: (802) 454-849

Main Course Topics

1. Environment, Population and Biodiversity Issues
2. Biotechnology Issues
3. Information Control Issues
4. Energy Issues

General goals

1. Be able to describe each issue accurately. Know enough of the science and technology to explain the issue to someone less knowledgeable. Know the political significance of the issue.
2. Be able to present opposing points of view fairly both in speech and in writing
3. Try to find common ground - look for values shared by opposing views.
4. Clarify your personal position on an issue. Have a more thoughtful understanding of where your own attitudes come from.
5. Gain skills in gathering information and evaluating sources.

Student Individual Tasks

1. Help construct and improve the course.
2. Keep a diary/journal. Try to follow your own thinking about an issue. Write comments and questions on the readings.
3. Do the assignments on time and thoughtfully.
4. Write a paper on some topic of your own choice; the paper will be put in the library and assigned as a reading to the rest of the class.

Student Group Work

1. Learn about and describe to the class one or more partisan interest groups. Possibly work with such a group and report on it.

General Class "style" is open discussion. Lecturing is minimal. There are no "right" answers. This course demands a lot of reading and writing. Please make use of any help facilities on campus.

Texts

1. Paul Harrison, ***The Third Revolution***, Penguin, 1992.
2. Other readings will be distributed.
3. Get the ***New York Times*** every **Tuesday**; bring the Science section to class. Write a short comment on one article before you come to class.

Exams Midterm and Final
Grades To be worked out jointly

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D

Prof. Arnold Silverman MDC 110 World Cultures F' 95

First Paper: Humanity's Future: the Way of the Dinosaurs?

Anthropologists are uncertain about human origins. Did modern humanity evolve from a single ancestral type in Africa or did it emerge several times in East & central Asia as well as in Africa?

We are even less certain about where humanity is headed. Will the human race continue to evolve? Will it evolve as one human race or many?

The Assignment:

In a brief paper of 3 - 4 pages (375-500 words, double spaced & wordprocessed) **describe how, if at all, you think the human race(s) will evolve. This paper is due on Friday, September 29.**

Grading:

There is obviously no single correct answer. Your papers will be judged on the clarity of your ideas & your ability to use the course readings and discussions to support your ideas. **Unsupported opinions will gain little credit.**

You may use outside references, but are not required to. This is a thought paper, not a research paper.

Footnotes:

All sources used must be properly **footnoted & listed at the end of your paper.** You should **footnote your paper in the following manner:**

> "While Stephen Gould argues that we should not refer to human variations as races (Gould, 1977, pages 231 - 236), Eldridge (New York Times, 1995, pages 4, 17) thinks ..."

Your sources should be listed alphabetically in the following format:

1 Gould, Stephen Jay **EVER SINCE DARWIN: REFLECTIONS IN NATURAL HISTORY**, W. W. Norton, New York, 1977

2 Niles, Eldridge, "Does Humanity have a Future?," **NEW YORK TIMES**, Saturday, September 9, 1995, pages 4, 17

MDC 110
World Cultures

Professor Arnold Silverman
Fall 1995

Final Essays

Respond to 2 of the following questions. You must choose one question that deals with Japan and one that deals with Mexico. Your answers must be typed or word processed, 250 - 400 words each and double spaced. The answers must have a title page with your name, the date, the title of this class & my name on them. All papers must be stapled or securely fastened in a binder. These papers are due December 12.

1 Japan has become one of the world's leading economic powers, a society of enormous productivity. Making clear reference to our readings, discussions and media evaluate the contributions of Japanese education, religious ideas and "jobs for life" to this accomplishment.

2 Crime in Japan is much less frequent & much less violent than in the United States. Explain why this is so, making clear reference to the readings, class discussion & media.

3 Diego Rivera is regarded as an important figure in Mexican history not only because of his innovative art, but because helped Mexico to transform its identity. Describe the transformation that Rivera helped create & the role of his art in the creation. Explain why Mexicans regard it as so important. Again, references to the readings, class discussion and media are required.

4 Are Mexicans undivided by considerations of race, culture and language as the conception of Mexico as a "Mestizo" culture asserts or are Mexicans, in fact, divided by race, culture and language? Use the readings, class discussion and media presentations to evaluate this conception of a united "Mestizo" people.

MDC 110 World Cultures
Unit 4: Japan Course Plan Kitty Dean 4-19-94

Session 22

Discussion: List and discuss what we already know about Japan (food, geography, WWII, clothing, customs such as bowing and sitting on the floor, architecture, art, haiku, martial arts, films). We might get into the sensitive (to me) issue of confusing Chinese and Japanese things. We will discuss the language.

Assignment: Read "Japan: Country Report." Answer these questions while reading:

1. List the Japanese words mentioned and their definitions.
2. List the major periods of Japanese history.
3. What are the four social classes from the Tokugawa Era?
4. What is "exam hell?" What is a "cram school?"

Session 23

Discussion: We will discuss the answers to the questions. Also we will consider the how the common characteristics (imitative, preventive, pragmatic, obligative, and inquisitive) apply in Japan and whether or not they apply in the U.S. We will consider advantages and disadvantages of island nations and life.

Assignment: Read Boorstin's "A Road Not Taken: The Japanese Triumph of Wood" and Takeshi Umehara, "The Civilization of the Forest." Answer these questions while reading:

1. List Japanese words as they occur and define them.
2. List the advantages and disadvantages of building in wood.
3. Write down some characteristics of Shinto.
4. What aspects of Buddhism have become a part of Shinto?

Session 24

Discussion: We will discuss answers to the questions. Also we will discuss living with contradiction: do we combine religious and superstitious beliefs, lead secular lives with touches of religion? Do the Japanese do more or less of it than we?

Assignment: Read Carla Rapoport, "How the Japanese are Changing" and Urban C. Lehrer, "Disparities in Wealth Affront Japan's Vision of Itself as Classless." Answer these questions as you read:

1. List Japanese words as they occur and define them.
2. What is the goal of hard work?
3. What is the use of having lots of money? In Japan? In America?
4. Are we Americans great show-offs? Do we admire the most ostentatious displays of wealth? Should we?

Session 25

Discussion: We will discuss the answers to the questions, particularly concentrating on the difference of attitude towards wealth and spending.

Assignment: Start reading Junichiro Tanizaki, **Some Prefer Nettles**. Also read Kurimoto Kazuo's "Under New Management" and Liza Dalby's excerpts from **Geisha**.
Start writing a 2-3 page paper on one of these topics:

1. Discuss at least three reasons why Japan has become so successful economically.
2. Discuss combining the old and the new in Japan. Use what you have learned from reading **Some Prefer Nettles**, excerpts from **Geisha**, and "Under New Management."
3. Discuss the differences between the typical urban Japanese family's life as compared to a typical American family's life.

Session 26

Slides: Do we have slides of temples, architecture of houses, interiors of houses?

Discussion: Discuss slides as we see them.

Assignment: Continue reading **Some Prefer Nettles**. Also read David H. Bayley, "The Forces of Order in Japan and in the United States." Answer these questions while reading:

1.
2.

Continue with paper.

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Session 27

Discussion: We will discuss the answers to the questions.

Lecture: I will discuss current trends in art, literature, and dance: Isamu Noguchi, Kobo Abe, Kasuo Ishiguro (does he count?), kodo, butoh (Eiko and Koma, Sankai Juku), Yoko Ono, etc.
Assignment: Read Banana Yamamoto excerpt from **Kitchen**. Continue reading **Some Prefer Nettles**. Answer these questions as you read:

1. In **Kitchen**, is there anything typically Japanese about this story?
2. In **Some Prefer Nettles**, what is Kaname like? Misako?
3. In **Some Prefer Nettles**, make a list of the old (Eastern) ways and the new (Western) ways?
4. In **Some Prefer Nettles**, what happens at the end? Why?

Session 28

Film: **Rashomon**? Ozu?

Discussion: Discuss film if we have time.

Assignment: Finish reading **Some Prefer Nettles** and Diana Rowland's "The Nonverbal Statement,"

Session 29

Turn in papers on Japan.

Discussion: Nonverbal communication in Japan, the U.S., and other countries. **Some Prefer Nettles**

Session 30

Return papers.

Discussion: Review best and worst parts of course. Ask them what they found most valuable and what they remember (or hope to remember). Party?

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Exam 1 MDC 120 September 1995

NOTE: For questions that ask for examples, give the source for your answer. That is, indicate what book or article you got the informaion from. You may use illustrations from our readings or from any other source, but I need to be able to check the reference.

I. Science

A. In the past there have been some terrible environmental crises that caused the extinction of many species. Describe one of these crises - what happened and when did it happen. Why did it happen?

B. What was the world population in the year you were born? What is the world population now?

II. Technology

A. Give an example of an environmental problem caused by technology.

B. Give an example of an environmental problem cured or imporoved by technology.

III. Society

A. Does the political or economic system of a country have any relation to environmental problems? Justify your answer. If you were the boss of everything, how would you run a country (or the world) so that it would have few environmental problems?

IV. Some people say that human population by itself is the main cause of environmental crisis. Other people say that there is still plenty of room for more people, and that the main cause of crisis is the split bewteen rich and poor, and still others think the problem is due to bad technology. Pick one of these points of view and defend it.

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Exam 2 MDC 120 November 1995

This exam is due in my mailbox (B3028) anytime **BEFORE 4PM on Thursday November 30.** Please type or write very neatly on regular size paper. Feel free to discuss your answers with each other, but do not just copy someone else's answers.

For questions that ask for examples, give the source for your answer. That is, indicate what book or article you got the information from. You may use illustrations from our readings or from any other source, but I need to be able to check the reference.

I. Science and Technology

Biotechnology involves altering a plant or animal by changing its genetic structure.

1. Explain (you may have to look up some terms) each of these terms: DNA, gene, chromosome, genetic screening, eugenics, biotechnology.
2. Give a specific real example (give a source) of how the genetic structure of some plant or animal was changed. Why was it done? What happened? Did it work well?

II. Society (Answer any 1 of these questions)

1. Discuss some particular ethical issue that people must face now because of biotechnology. By an ethical issue I mean one where people's values about right and wrong must be taken into account. Why isn't it just obvious what the correct choice is?
2. Choose some particular example of biotechnology and discuss its economic impact. Who stands to gain? Who stands to lose?
3. What is eugenics, and why are some people worried about it now? Why does the book "The Bell Curve" remind some critics of the eugenics movement?

Exam 3 MDC 120 December 1995

This exam is due in my mailbox at the math office (B3028) by 5PM on Tuesday on December 19. Please type or write very neatly on regular size paper. Feel free to discuss your answers with each other, but do not just copy someone else's answers.

NOTE: There will be no class on December 21, but you should come at class time to my office (B3061) to get your exam back and to discuss your grade in the class.

I. Science and Technology

1. Explain each of these terms: Fossil fuel, radioactive decay, the internet, information technology.

2. Describe briefly some pros and cons for <u>each</u> of the following energy sources for our society today: Oil, coal, solar, nuclear, water.

II. Society (Answer 1 or more of these questions)

1. More and more, people will use "cyberspace" to communicate, to be entertained, and to do business. Describe some of the advantages and disadvantages, and suggest a good balance so that you can use this technology wisely, in a helpful way in your own life.

2. Mention some ways that your own way of life depends on the availability of energy. Describe how your life would change if you had no electricity for a month. Describe how your life would change if you had no gasooline for a month. Do you think a "developing" country can become a "developed" country without increasing its use of energy?

3. Some people have suggested that communication technology is so good today that it makes more sense to go to college from your home, and get your degree "online." You can watch and listen to fine teachers from across the country, and you can communicate with them by email. Do you think this is an approach that would work for you? Describe what you like and what you don't like about this way of going to

college. What do you think would be the result if most people went to college this way?

MDC120 STS Jane Brody 5/17/94
Teaching Ideas

I. Introduction/Overview

1. Divide the class into 3 groups--science, technology, society. Have each group define themselves and describe their relationship to other two groups (ask for examples to illustrate relationships). After allowing time for the individual groups to work have them report to class as whole and see how each group's ideas reinforce, expand, or disagree with other groups.

2. The 20th century was a time of great developments in science and technology. Our lives are much different than those of our grandparents and greatgrandparents because of this. Ask each student two lists, one of for science, one for technology, of what they consider significant/landmark developments. Discuss how these developments have effected society both positively and negatively. Give historical examples of STS such as elevators, skyscraper=dense urban areas. air conditioning and migration to southern states. Ask class for other examples.

For each of the following units have the students find one current relevant article from a magazine, journal, or newspaper, cut it out and write how it relates to the course content.

II. Biodiversity/Toxins

1. Have each student research a different extinct or endangered specie. Points to highlight--What was/is unique about this species? Why is it extinct/endangered? What measures could have/ could be done to maintain the specie? Would you support such measures?

2. Does it matter if a species dies out? What are benefits of biodiversity? Beside utility is there any esthetics or ethical support for biodiversity?

3. Although population growth is severely taxing the earth's resources, we in the USA consume 100% or more resources per person than people living in third world nations. If we expect those nations to institute some stringent forms of population control, do you believe our government should be more forcefully implementing programs of consumption control? What measures would you propose? (ex. mass transit, recycling, high taxes on certain items, etc.) How willing would you be to comply? How willing do you think others would be to comply?

4.Go through a typical day and list all the potential toxins in your environment. Think of food, water, air. (ex. tobacco smoke, pesticides, auto exhaust fumes, lead in paint, etc.) Are the benefits derived from these various toxins worth the risk? Were

these toxins readily apparent or not? This can lead into discussion of risk space from Scientific American July 1993.

5. Show film on Hanford(?) Washington nuclear plant and discuss. If we seek the government to control certain risks (based on above discussion of risk space), can we trust the government to do so? if not, then who? This could serve as bridge to energy unit.

III. Computers/communications

1. Have each student list and define any 5 terms/concepts on this content. (ex, CD-Rom, interactive learning, internet, etc.)

2. How often do you use a computer? For what purposes? How do you see yourself using a computer in the future--think especially in work.

3. What has been your experience with computers in education? Have students review 1 or 2 CAI programs.

IV. Genetic Engineering

1. Have each student list and define 5 terms/concepts.

2. What makes you, "You!"? Nature (genetics) vs nurture (environment/rearing).

3. Explore the differences between preDarwinian concept of species, Darwin/evolution, animal husbandry, and genetic engineering. Look especially at concepts: change, nature of change, force behind change, rate of change, goals of change.

4. What makes a specie a specie? How many human genes can we put in a pig and keep it a pig?

5. Show 2 videos. "The Secret of Life" #5--"The Mouse that Laid the Golden Egg;" #7 "Children by Design" QH442.S42 Discuss.

6. Have students select one of the genethics principles and expand on it.

7. Designer babies. How much control would you want in selecting the genetic makeup of your child? (free from genetic disease? gender? straight blond hair?) Should we be seeking genes for homosexuality or obesity?

8. Relate toxin unit to this unit via Agent Orange, Love Canal, etc.

9. Relate energy unit to this unit via power line and cancer controversy.

10. Divide students into four groups:
    agricultural scientists/ agribusiness
    growers/suppliers
    consumers
    media

Select an issue like genetically altered tomatoes and have each group present advantages and concerns from their point of view.

E1

Nassau Community College

Garden City, New York 11530-6793

CONGRATULATIONS! Our records show that you may be eligible to take a cluster of 3 courses called **Space Odyssey** in the Fall of 1993! **Space Odyssey** consists of three courses that will help you meet the requirements for your Associate's Degree: Astronomy (Sci 105 E1), Sociology (Soc 201 DC) and English (Eng 102 KC).

The instructors are excellent and experienced teachers who will coordinate their coursework as they take you on three Space Odysseys: **Social Space** (Sociology), **Outer Space** (Astronomy), and the **Inner Space of the creative imagination** (English). Earn 10 credits in a conveniently organized schedule as you fulfill 4 required lab science credits, 3 social science credits, and 3 English credits. What you learn in each class will help you be more successful in all the classes.

Students who enroll in courses this way enjoy their studies more and do better in school.

Astronomy	Wed 10 - 11:15, Fri 8:30 - 9:45, Lab Thurs 1 - 3:15
English	Wed 1 - 2:15, Fri 11:30 - 12:45
Sociology	Tue and Fri 10 - 11:15

For Further Information, contact any of the instructors: Astronomy - Prof. Wayne Ramsey 222 7278; English - Prof. Anna Katsavos 222 7185; Sociology - Prof. Jeffrey Rosenfeld or Prof. Arnold Silverman, Coordinator, 222 7452

The cluster will be filled as responses are received. To reserve a seat in these popular courses, fill out the form below **RIGHT NOW** and mail it to:

Professor Arnold Silverman
Department of Sociology
Nassau Community College
Garden City, New York 11530

You will be notified by mail if you are accepted for the **Space Odyssey** cluster. **Only 24 students can be accepted for the cluster.** Students currently taking (or required to take) Math 001 or 002 are not eligible for the Space Odyssey Cluster.

YES! PLEASE RESERVE A SEAT FOR ME IN THE SPACE ODYSSEY CLUSTER

Last Name: _____ First: _____

Social Security #: _____ _____ _____

Telephone Number: Day _____ Evening _____

Street: _____

City: _____ Zip Code: _____

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Nassau Community College is sponsored by Nassau County under the program of the State University of New York.

You may be eligible to take a cluster of 3 courses called **SPACE ODYSSEY** in the Spring of 1994.

The instructors are excellent and experienced teachers who will coordinate their coursework as they take you on 3 odysseys:

Social Space: SOC 201 DB (3 cr.)

Outer Space: Astronomy SCI 105 E1 (4 cr);

and the

Inner Space of the creative imagination

ENG 102 KJ (3 cr)

What you learn in one class will help you be more successful in all 3 classes.

For more information contact any of the instructors:

Prof. Ramsey (Sci) 572-7025; Prof. Katsavos (Eng) 572-8146; Prof. Rosenfeld (Soc) 572-8015

P

NASSAU COMMUNITY COLLEGE

TO: All NCC students who have completed ENG 101

FROM: Anna Katsavos, Acting Coordinator for Learning Communities

SUBJECT: Spring 1994 (Day) Learning Communities

DATE: November 15, 1993

Learning Communities have arrived at NCC. Learning communities consist of two or more courses clustered together and offered as a package. Students must register for all classes in the learning community.

In addition to providing students with the opportunity to explore differences and similarities between the disciplines, the learning community package offers students a compact schedule, easy registration and a comfortable learning environment fostered by a sense of community.

The inter-disciplinary learning communites (day) scheduled for the spring 1994 semester are as follows:

I. OCEANOLOGY CLUSTER

BIO 119 NA*	Oceanology	Fanelli
ENG 305 LA**	Modern American Novel	Plotnik
PHI 105 HA	Renaissance to Modern Times	Halfon, Advisor

*dual listed with SCI 119 NA
**Pre-requisite-ENG 102

II. ASTRONOMY CLUSTER

SCI 105 E1	Astronomy I	Ramsey, Advisor
SOC 201 DB	Intro to Sociology	Rosenfeld
ENG 102 KJ	Composition II	Katsavos, Coordinator

III. WORLD CULTURES CLUSTER

MDC 110 NA*	World Cultures	Silverman
ENG 102 LC	Composition II	Marzan, Advisor

*MDC 110 introduces students to three of the worlds' civilizations (Asian, Islamic, Latin American) through an examination of literature, art and architecture.

Students interested in registering for any of these learning communities should contact the coordinator of learning communities or the appropriate learning community advisor in order to get the required permission slip.

Halfon	572-8013	T/Th 10:00-11:15	S A-6 (3rd fl)
Katsavos	572-8146	W 11:30-12:45, F 10:00-11:15	Y 202
Marzan	572-9809	W 11:30-12:45, F 10:00-11:15	Y 215
Ramsey	572-7025	T/Th 10:00-11:15	D 3104

NCC Learning Communities FALL 1994

Open to Presently Enrolled Students

Psychology 204 (General Psychology II) Prof. Cindy Bayern
Philosophy 103 (Critical Thinking) Prof. Joan Esposito
Math 102 (Statistics) Prof. Bob Rosenfeld

Increasingly, problem solving skills are the most crucial part of any student's education. Placing this process in an interesting and supportive environment, students become familiar with the problem solving approaches of science, social science and the humanities. These courses meet the distribution requirements of the Associate in Arts Degree and most other Associate's Degree programs.

Students must enroll in all 3 courses and must have previously completed Psychology 203 (General Psychology I). Students must receive permission to enter the program from either Joan Esposito or Arnie Silverman.

Prof. Joan Esposito
572 7450
South Hall A 6 (3rd Floor)
M, Tu 10-11:15

Prof. Arnie Silverman
572 7452 or 7453
South Hall A 17 (3rd Floor)
M, W 2:30-3:45

Open Only to Freshmen Entering in Fall 1994:

Astronomy
A Topical Approach to Mathematics
English Composition
The College Experience (NCC 101)

English Composition
Introduction to Sociology
Human Sexuality

Introduction to College Readings
Introduction to Sociology

NASSAU COMMUNITY COLLEGE

One Education Drive
Garden City, NY 11530-6793

March 31, 1994

Dear Student,

You are eligible for one of the most exciting opportunities at Nassau Community College. In the fall semester a select group of students will have the opportunity to work with three of the college's most interesting professors in a learning community. Professors Cindy Bayern (Psychology), Bob Rosenfeld (Mathematics) and Joan Esposito (Philosophy) will work with a limited number of students to explore psychological, philosophical and statistical approaches to understanding and problem solving. Increasingly jobs and careers will depend on the ability to understand and solve problems.

Students in this community will enroll for three courses: Psychology 204 (General Psychology II), Mathematics 102 (Statistics) and Philosophy 103 (Critical Thinking). Each course is a 3 credit course and fills basic requirements for the AA and most other NCC Associate degrees. Students must enroll for all three courses.

Students who enroll in learning communities usually find that they learn more, do better and enjoy their classes more.

To enroll return the form below and you will receive an acceptance by mail. You will need this acceptance to register for the community. Take it with you when you register. You can also stop by our offices to pick up an acceptance form. Enrollment in this community is limited, act promptly! Students will be accepted in the order of their application.

If you would like one of us to advise you for the fall semester, we would be happy to do so. Please see Professor Esposito or myself at our offices. Our office locations, phones and hours are listed on the reverse.

Sincerely,

Professor Arnold Silverman, PhD
Professor of Sociology

Clip this form and mail it to:
Prof. Arnold Silverman, Dept. of Sociology
Nassau Community College, Garden City NY 11530

Please send me an acceptance for the Fall 1994 Learning Community

Name _____

Street Address _____ Town/Zip _____

Day Phone _____ Eve Phone _____ SS # _____

Nassau Community College is a unit of The State University of New York sponsored by Nassau County

E1

NCC LEARNING COMMUNITIES - SPRING 1995

PERMISSION TO REGISTER

You will need this form to register for a Learning Community in the Spring of 1995. **YOU MUST REGISTER FOR ALL COURSES IN THE COMMUNITY. YOU MUST HAVE COMPLETED ALL PREVIOUS COURSES REQUIRED FOR THE COMMUNITY.** Present it when you register. Students will be registered for the community on a first come, first served basis. Register as early as you can to insure a seat in the community. Please fill out the form, check the learning community you are registering for and sign your name.

_____ STATISTICS AND SOCIETY - 6 Credits

Sociology 212 FA - Mon/Wed 11:30-12:45 - Prof. Feigelman - 3 Cr
Math 103 J1 - Tue/Thu 1-2:15 - Prof. Ripps - 3 Cr

Courses You Must Complete Before January 1995

Sociology 201 (Introduction to Sociology)
Mathematics 102 (Statistics)

_____ PSYCHOLOGY OF ART AND LITERATURE - 9 Credits

English 102 BA - Tue/Thu 8:30-9:45 - Prof. Katsavos - 3 Cr
Art 100 J1 - Tue/Thu 1-2:15 - Prof. Zimmerman - 3 Cr
Psychology 219 D2 - Friday 10-12:45 - Prof. Eisner - 3 Cr

Courses You Must Complete Before January 1995

Psychology 203 (Introduction to Psychology)
English 101

_____ BIOLOGY AND SOCIETY - 10 Credits

English 102 MF - Tue/Thu 2:30-3:45 - Prof. Gordon - 3 Cr
Bio 101 P1 - Tue/Thu 4-5:15 - Prof. Etra - 4 Cr
Lab - Mon 10-12:45
Sociology 201 HA - Mon/Thu 1-2:15 - Prof. Silverman - 3 Cr

Courses You Must Complete Before January 1995

English 101

Student Name (Print)_____

Social Security # _____

Signature _____

LEARNING COMMUNITY - SPACE ODYSSEY CLUSTER

COMPONENTS

The Space Odyssey cluster is composed of three courses:

SOC 201 Introduction to Sociology - Jeff Rosenfeld (Sociology)
ENG 102 Composition II - Anna Katsavos (English)
SCI 105 Astronomy I - Wayne Ramsey (Physical Sciences)

THEMES

As a Learning Community we believe that common themes are one method to create bridges linking the individual disciplines. "Space Odyssey" refers to the *social* space of sociology, the *inner* space of the creative imagination and the astronomer's realm of *outer* space. We will be utilizing sub themes to more strongly link our individual disciplines:

I. Perspectives: Ways of Observing

Each discipline will focus on the methods and results of observing stars, literature, and social groups. The students and faculty will share field experiences - a trip to a restaurant to observe waitresses and a trip to the planetarium to observe stars. The students will be required (and encouraged) by each faculty member to keep a journal for the semester. Students will be given approximately fifteen questions to answer in their journals. The film Powers of Ten will be shown in ENG 102 as a link between literature and astronomy.

II. Outcasts: The Individual Versus Society

In this unit the social outcast will be studied through an examination of literature and history. SOC 201 will examine the H.I.V. positive individual as the contemporary social outcast. ENG 102 will focus on stories and plays whose central themes deal with the individual versus the group. SCI 105 will look at famous astronomers--Copernicus, Kepler, Galileo--and their attempts to seek out Truth.

ENG 102 will utilize the play, Master Harold and the Boys along with several short stories, poems and the song "Galileo" by The Indigo Girls. SOC 201 will use the book, Life with AIDS and SCI 105 will utilize slides and other visuals to focus on the discoveries made by Galileo with his telescope. The unifying field experience for this unit will be an evening at Jone's Beach in which students and faculty will use telescopes and other instruments to observe the sky.

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III. Methods: Tools For Interpreting

Each discipline will focus on the tools used for interpreting information in their respective fields. This unit has, by its very nature, the least number of common threads. ENG 102 will examine the imagery, figures of speech, sound, and form of selected poems. SOC 201 will investigate the tools of social research through the book, Erotic Wars, by Lilian Rubin. SCI 105 will be investigating light and the use of telescopes in astronomy. The unit will end with the students reading and interpreting the short story "Nightfall", by Isaac Asimov. To tie the disciplines together, the students will be required to explain the story from three different perspectives; a sociological perspective, a literary perspective and a scientific perspective.

IV. Connections: Ways of Comparing

The focus of this unit will be on the ways in which we can compare different groups. SOC 210 will compare various social groups; Mennonites, Amish, Mormons and others. The book Extraordinary Groups will be utilized for this unit. ENG 102 will compare the different genres of literature and SCI 105 will use Comparative Planetology to study the planets of the solar system. Students and faculty will come together on Friday, December 3rd to view the Stanley Kubrick film, 2001 A Space Odyssey. This is an ideal time to utilize our back-to-back Friday classes for a group viewing and discussion of a film which truly ties together the three disciplines.

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E3

Date: May 10, 1993

To: Participants in the Learning Communities Workshop

From: Arnie Silverman, x7452/3 (546 4796)

In Re: Learning Communities Workshops

We will hold the learning communities workshops on Monday, Wednesday, Thursday and Friday of next week (5/17 - 5/21). We will not meet on Tuesday to facilitate participation in the college colloquium. We will meet from 9:30 - 4 each day, save for Friday when we will complete our work at one. We will meet everyday save for Thursday May 20, at 361 Rice Circle. On Thursday we will meet in Bradley Hall in the Haskell conference center on the second floor.

Our workshops, like all faculty sponsored events, are self catered. Each learning community should bring food and drink for itself and to share. I will arrange for bagels, coffee and paperware. There will be 10 workshop participants and occasional guests. In addition to myself and the 6 members of the 2 disciplinary learning communities, there will be 3 additional participants who are working on a Sociology learning community.

GOALS

We will attempt to achieve the following goals:

1. Definition of a unifying theme for each of the learning community.
2. Familiarizing each member of the learning community with the content of the courses taught by the other members.
3. Creation of a common syllabus for the learning community.
4. Creation of common papers and exercises for each learning community; the selection of common texts whenever possible.
5. Creation of common policies of grading, attendance etc.
6. Familiarizing each member of the learning community with the disciplinary perspectives of the other members.

WORK TO COMPLETED BEFORE MAY, 17

Please read the attached materials on disciplines and disciplinary difference by Monday, May 17. Also, on Monday you should bring 4 copies of a classic article n your discipline for the other members of your cluster (and myself) to read. Please make it reasonably short. You will teach this article to your learning community on Thursday, May 20. Participants in the Sociology Cluster will not be asked to complete these assignments.

LEARNING COMMUNITIES WORKSHOPS SCHEDULE (V. 2)

MONDAY, MAY 17 - 361 RICE CIRCLE

9:45 Coffee and Preliminary Discussion

10:00 Introduction to Learning Communities

12:30 Lunch

1:00 The Nature of Disciplines and Disciplinary Differences

We will discuss the readings we've distributed on disciplines; Linda Schneider will discuss the nature of disciplines from a Sociologist's perspective.

4:00 Workshop Concludes

WEDNESDAY, MAY 19 - 361 RICE CIRCLE

9:45 Coffee and Preliminary Discussion

10:00 Exploring Course Content:

Each learning community participant will describe the content of their course to the members of their community. Please prepare a 20 minute presentation. Please bring copies of your course outlines, exams, paper assignments and other material that will illuminate your course.

12:00 Lunch

12:30 Developing a theme:

We will brainstorm to develop a theme around which the work of the learning community will be organized. At 1:30 each community will report to the larger workshop. PLEASE SELECT A REPORTER AND RECORDER FOR THIS SESSION.

2:00 Learning Communities Observed:

Ana Katsavos, Jeff Rosenfeld and Arnie Silverman will discuss their experiences teaching in learning communities. We will conclude our work for the day at 4.

LEARNING COMMUNITIES WORKSHOPS SCHEDULE

THURSDAY, MAY 20 - BRADLEY HALL, HASKELL ROOM

9:45 Coffee and Preliminary Discussion

10:00 Teaching Our Disciplines (Disciplinary Learning Clusters)

Each of us will teach a short (30 minute) lesson based on a classic article in our field. We will work by community. Each of us should note differences from and similarities to our own disciplines.

10:00 Developing Common Materials

The Sociology Learning Community to work on common materials. (see 2 pm)

12:00 Lunch

12:30 Social and Psychological Dynamics of Learning Communities

Jack Dumas will discuss the social and psychological dynamics of a cohesive learning community. Jack will discuss the management of these dynamics.

1:30 Working with Transitional Students

Many Nassau students, including those in our learning communities, have recently completed remedial programs in reading, writing and computation. Faculty involved in these programs will discuss how we can build on the learning strategies students have learned in these programs.

2:00 **Developing Materials:**

We will brainstorm to develop common readings, films and assignments that will amplify the theme of the community and help students see the differences and similarities in the participating disciplines. We will work by community until 3:30. At 3:30 each community will report to the larger workshop. PLEASE SELECT A REPORTER AND RECORDER FOR THIS SESSION. We will conclude our work for the day at 4

LEARNING COMMUNITIES WORKSHOPS SCHEDULE

FRIDAY, MAY 20 - 361 RICE CIRCLE

9:30 Coffee and Preliminary Discussion

10:00 Creating Common Syllabi

We will develop common outlines for our clusters. Our outlines should indicate major topics and readings for each course and coordinated dates for major assignments (only one course should require a major assignment in any given week; thought should be given to the distribution of work). Dates for common films, class discussion etc. should be indicated. PLEASE SELECT A REPORTER AND RECORDER FOR THIS SESSION. At 11:30 each cluster will report on its progress the larger workshop.

12:00 Conclusion

We will review our work, discuss what remains to be done and create a schedule for completing it.

1:00 Summer

Participants: Wayne Ramsey, Ana Katsavos, Jeff Rosenfeld (Space Cluster); Meta Plotnik, Mark Halfon, Sean Fanelli (Ocean Cluster); Linda Schneider, Lem Coley, Myrna Skidell, (Sociology Cluster)

E 3

NASSAU COMMUNITY COLLEGE

November 22, 1993

Dear _____:

We are delighted to inform you that you have been selected to participate in the Fall 1994/Spring 1995 learning community program.

You are tentatively scheduled to teach in the following cluster:

As preparation for teaching in a learning community, all participants will be required to attend workshops and to meet independently with members of their respective learning communities.

There will be an informational meeting on Tuesday, December 7, 1993 at 11:30 at 361 Rice Circle. Your attendance will serve as confirmation of your intent to participate. At that time we will discuss all the particulars regarding cluster content and structure, scheduling, student recruitment, classroom policy, etc. Please bring with you three copies of your syllabus, your fall 94/spring 95 schedule, and (if you like) munchies. We will provide coffee and soft drinks.

If you know now that you cannot participate in a learning community, please let us know immediately so that we can make the necessary changes.

We hope to see all of you on December 7th.

Anna Katsavos and Arnold Silverman
Learning Community Coordinators

Learning Communities Calendar and Check List
Fall 1994 Clusters

By March 1:

Familiarize yourselves with each other's (learning community) courses.

___ Send copies of your course outlines, readings lists and assignments to to me and to your learning community colleagues.

___ Send copies of a very short reading assignment that introduces your course and discipline to me and to your colleagues. Basic texts usually have a few pages on these topics. Read what your colleagues have assigned.

By March 14:

___ Write a short note to your colleagues and tell them what you do in your course. Describe your goals, your readings or whatever seems to most important to you about your course. Send me a copy.

Review your colleagues course materials. Are there topics, readings or exercises that you can build on? Would it be useful to rearrange your reading or lecture schedule to take advantage of materials presented in your colleagues courses?

By March 21:

___ Create a flyer describing your learning community. Be sure everyone in your department has a copy. Have flyers available for students. Send me a copy.

___ Encourage students in your classes to enroll in your learning community.

___ Make a pitch in your colleagues classes (don't rely on them).

___ Enlist the aid of your department secretary.

By April 18:

___ Create reading, topic and exam schedules for your course that take into account the schedules of your colleagues. You may want to avoid assigning major papers, tests etc on the same date. Exchange these with your colleagues. Send me a copy.

By April 18:

___ Observe your colleagues classes: a hour in one of your colleagues classes can give you a good idea of their teaching style and suggest connections between your course and theirs.

By May 2:

___ Look for opportunities to link courses in a common exercise, reading or media presentation. Briefly describe one such POSSIBILITY. Exchange these with your colleagues. Send me a copy.

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Nassau Community College
Learning Communities Workshop - May 18, 1994

9:30 Coffee

9:45 Introduction to Learning Communities

Learning Communities: A Brief History and Typology

Beyond NCC: Learning Communities at LaGuardia (Katsavos), Queens College (Zaluda), Evergreen State (Marino)

10:30 Learning Communities at NCC: What we've learned about enrollment, communication, coordination, students etc. (Ramsey, Rosenfeld, Katsavos, Schneider)

11:30 What is to be Done: We will retire into our respective communities and identify those problems which we need to address in creating our learning communities. We will tentatively establish priorities for dealing with these problems. We will select one of number to report back to the group as a whole.

12:30 Lunch, Gossip and Sober Reflection

1:00 Reports from the Communities

2:00 The Nature of Disciplines (Work by Communities)

We explain to each other what our disciplines are all about. Is Sociology just "common sense?" Stay tuned.

3:00 Camper Cleanup

May 19, 1994

9:30 Coffee

9:45 Understanding Our Courses: Is PED 251 all lab work? Does READING 001 begin with TV Guide and end with The New York Times? We work by community and explain our courses, the assignments we give to students, our conceptions of grading to each other.

11:15 Lunch (Yes, Its early!)

11:45 Working Together: We work by communities to create coordinated syllabi for our courses; to select (if possible) common readings; to think about classes periods we might team or trio teach; to create a schedule for getting all necessary work done in time to teach the cluster.

1:45 Last Thoughts: We report to each other on what we've done and have yet to do. Ten minute summaries of great ideas and future directions by a rep from each community.

2:40 The Last Word: Spike tells us how he sees it.

2:50 Workshop Evaluation

3:00 Clean Up!

3:10 Free At Last: Vermont, California, Provence etc etc

Learning Communities in 3 Easy Steps & 5 Difficult Ones

Tasks: I have assembled a list of things to think about & tasks to perform that will take us well beyond the time of this workshop, but I want to use these days as a beginning. We will use our workshop periods to discuss these topics with our colleagues & produce brief summaries of our discussions. These we will report back to the workshop as a whole.

I **Disciplines:** we need to define for each other (& ourselves) what the objectives of our respective disciplines our, what they are attempting to explain or to teach. This is at a higher level of generality than what we do in our courses.

II **Courses:** goals & methods: We also need to define what it is that we want students to emerge from our courses with. We also need to define for ourselves & one another what methods (lecture, active learning in the classroom, collaborative projects, journals etc.) we employ & to what end.

III **Broader Goals:** Do wish to encourage positive attitudes to learning, to understand the nature of academic disciplines, to encourage students to accept peers of other races, cultures & generations? Which goals are consistent with our academic goals? How do we achieve these ends?

IV **Links:** what are the ideas & points in our courses that permit collaborative work between our sections? What do we need to do to coordinate the timing and structure of work to realize these potential conjunctions?

Examples: Wayne Ramsey & Adam Haridopolous created an assignment that links Astronomy & Literature. Students had to create a planetary scenario that was astronomically correct & then devise a short story with this scenario at its focus. The short story had to meet Adam's criteria for writing & short story form. Both had to coordinate the timing of their assignments so that students would think first about planetary matters & then about short stories.)

V **Team teaching** & classroom visits. We neither have the time nor energy to share classrooms most of the time, but even 1 or 2 team taught classes can be invigorating for a number of reasons; you will enjoy the exchange with your colleague; students will be treated to a model of academic intercourse.

3 Easy Steps, 5 Difficult Ones

V Communication: Faculty as well as students must be in contact. Issues of substance, student performance, unexpected opportunities (You're teaching Economics in a learning community & the Mexican economy goes belly up; can an event such as this be integrated into the community as well as your course?) etc need to be discussed & reviewed. How often will you meet? Where?

Examples: Faculty in the Ways of Knowing community met for coffee every Friday morning; Paul Devendittis and I (Rise of Western Civ & Modern Mind) met after my learning community class and before Paul's. Paul & I shifted our classrooms to facilitate this. You can do this too!

VI Assessment: Students need to see that what they learn in one class in critical to another. You need to see that only a knowledge of concepts covered in Math can permit you to solve the problems posed in Marketing. Some instructors have used the same lengthy exam for 2 classes in a community; each assigning a grade for their course.

F

Proposed New General Education Requirements
Summary Chart

	AAS	AS	AA	GLA AS	GLA AA
COLLEGE SKILLS					
English Composition	ENG 101	101 & 102	101 & 102	101 & 102	101 & 102.
Math	3-4 cr.	6-8 cr.	6-8 cr.	6-8 cr.	6-8 cr.
Skills Expansion *	one course.	one course.	one course.	two courses	two courses
Health	2-3 cr. OR	2-3 cr. OR	2-3 cr.	2-3 cr.	2-3 cr.
PED	2 cr.	2 cr.	2 cr.	2 cr.	2 cr.
LIBERAL ARTS FOUNDATIONS					
Social Science	6 cr.	6 cr.	12 cr.	6 cr.	12 cr.
English Literature			6 cr. (3 lit)		6 cr. (3 lit)
Humanities - Appreciation and Analysis	3 cr.	3 cr.	3 cr.	3 cr.	3 cr.
Humanities - Creative Participation			3 cr.	3 cr.	3 cr.
Lab Science	4 cr.	8 cr.	8 cr.	8 cr.	8 cr.
INTEGRATIVE STUDIES					
Human Diversity *	one course	one course	one course	one course	two courses from 2 of 3 categories
Western Heritage *	one course	one course	one course	one course	two courses
Multidisciplinary Capstone	-	-	-	3 cr.	3 cr.

*** courses taken to satisfy these requirements may simultaneously satisfy other general education distribution requirements, except English Composition and Mathematics. However, no course may simultaneously satisfy <u>two</u> starred categories**

See suggested course lists attached.

Credits in majors and general elective credits are not shown on this chart, which shows general education distribution requirements only.

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F

GENERAL EDUCATION REQUIREMENTS REVISION

INTRODUCTION: PHILOSOPHY AND GOALS

What you have before you is an ambitious proposal, so we, the members of the CWCC Basic Course List Subcommittee, would like to take the opportunity to explain to you the thinking behind the proposal.

NCC's Five Degree Programs

In effect, NCC has five different degree programs, each with its separate set of requirements:

1) The GLA (General Liberal Arts) AA degree

This is the College's largest single program, enrolling 8796 students in Fall, 1995. The GLA AA degree includes a Liberal Arts degree in Afro-American Studies. Most faculty, students and staff know the requirements of the GLA AA degree as "the pink sheet".

2) The GLA AS degree

This GLA degree emphasizes science and math. Fewer GLA students take this degree program: 2534 were enrolled in Fall, 1995. GLA AS requirements are summarized on the familiar "blue sheet".

3) Discrete programs leading to the AA degree.

Nine different specialized programs grant students an AA degree. There are three degrees each in Art, Communications and Theater/Dance. These programs follow the GLA AA degree requirements for general education, but add more specific requirements relevant to each field.

4) Discrete programs leading to the AS degree.

Eight different specialized programs grant students AS degrees. They include programs in the departments of Accounting/Business,Criminal Justice, Engineering, Math/Computer Science and Nursing. These programs follow the GLA AS requirements for general education, but add specialized courses relevant to each field.

5) Discrete programs leading to the AAS degree.

27 different specialized programs grant students AAS degrees. They include degrees in Mortuary Science, Marketing, Allied Health Science and Hotel Technology Administration. Almost all these programs share the same general education requirements, but add different specialized course requirements in each field.

The Basic Course List currently in force prescribes courses that satisfy liberal arts general education requirements in the GLA AS degree, the discrete AS programs and the discrete AAS programs, but not in the discrete AA programs or the GLA AA program. We found the exclusive focus on three of the five programs questionable. If the GLA AS degree - a liberal arts degree with many electives and a large number of general education requirements - is seen to need a Basic Course List, why doesn't the GLA AA degree? If the discrete AAS and AS programs need a Basic Course List, why not the discrete AA programs? Our efforts to understand the purpose of a Basic Course List in the five degree programs led us to explore the meaning of "general education".

General Education

Every degree program at NCC includes requirements for varying amounts of "general education". General education stands in contrast to technical education, or specialized education. It is the liberal arts portion of the degree; a broad, general introduction to the liberal arts, broken down into its component elements: the humanities (with a special emphasis on English), the social sciences, the sciences and mathematics. The State of New York stipulates that every degree must include liberal arts general education courses, with AAS (Associate in Applied Science) degrees requiring the fewest such courses and the GLA AA (Associate in Arts) degree the most.

NCC has a "traditional" emphasis on the liberal arts. Our degrees require more English, more math, more science and more social science than do other SUNY community colleges. We believe that this traditional NCC emphasis is wise. Many NCC students go on to further study after NCC, and many, even among those choosing "terminal" degrees at NCC, later go on to obtain bachelor's degrees. A firm general education foundation stands them in good stead both in terms of transfer requirements and in terms of intellectual preparation for further study. Moreover, we believe that students today have a growing need for general education, because of changes in the job market. Employers warn young peole to avoid narrow specialization, to develop cognitive skills, to anticipate repeated retraining and job changes. Employers warn educators that students today need a broad-based education and high-level literacy in English and math.

Ironically, by sticking to our "traditional" requirements, NCC has come to be in the forefront of educational reform. While many educational authorities express alarm about the slippage in the content of general education at most colleges, NCC has held firm. (See Table I)

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Table 1

General Education Requirements at Leading Colleges and Universities
1914-1993

	Percentage of Institutions with requirement			
	1914	1939	1964	1993
English composition	98%	96%	86%	36%
Rhetoric	33%	18%	10%	0%
Foreign Language	98%	90%	96%	64%
History	41%	12%	38%	12%
Literature	57%	38%	38%	14%
Philosophy	43%	18%	18%	10%
Religion	22%	12%	16%	6%
Natural Science	86%	72%	90%	34%
Mathematics	82%	36%	36%	12%

Source: *On Campus*, May 2, 1996

The Need for General Education Reform at NCC

When we on the CWCC subcommittee became mindful of the emphasis on general education in NCC degree programs, we were then led to ask: why do we need a Basic Course List at all? Our distribution categories wisely introduce students to all general areas of liberal arts study. Therefore we asked: what problems was the Basic Course List originally intended to remedy and did it do so effectively?

We carefully examined the courses students may currently take to satisfy general education requirements, and the courses they actually do take. We saw two significant problems. First, though our general education categories (English, Math, Science, Social Science, Humanities) are sound, there has been some drift in some of these categories, allowing students to take course that don't really fit standard definitions of our general education categories. Second, our categories fail to provide students with direction for studies that address global scale changes in the world and the educational needs of the coming century.

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Working Assumptions

The Committee is unanimous in the following commitments:

1) Because we believe that general education is by definition broad-based education, we want to ensure that students take a wide variety of liberal arts courses, and a wide variety of types of courses.

2) Because we are convinced of the importance of each of the liberal arts disciplines, we have reconfigured some course choices within existing categories and added some new curricular areas. Every course that now meets general education requirements will continue to do so, even though the categories in which a given course might fall may have changed.

3) We are convinced that general education categories should apply across the board - that is, a course which satisfies say, social science requirements for one degree program, should also satisfy social science requirements for all other programs. This is not the case in our current Basic Course List arrangement. For example, an AA student may satisfy 3 credits of his social science requirement by taking Introduction to Geography, then switch to an AS program in Business and discover that his Geography course no longer can be used to satisfy the social science requirement.

General Education in the NCC Curriculum: Findings and Proposals

Let us preface our findings by reminding you that while each of the five degrees requires courses in all of the general education categories (English, Math, Science, Humanities, Social Science), varying numbers of credits in each category are required by the each of the five degree programs. (See Table 2, following page) Now let us take the general education requirements one by one:

<u>English</u>

The number of credits required in English varies depending on the degree program. AA students both in the GLA degree and in discrete AA programs are required to take 12 credits of English. We and our colleagues in the English Department were shocked to discover that 67% of AA students do not take two literature courses to satisfy their English requirement. Many take no literature courses at all. Examining the English Department course listing we discovered that actually 3 kinds of courses are offered: "literature courses" (e.g. American Literature, Masterworks of Literature, etc.), "creative" courses (e.g. Creative Writing), and "skills" courses (e.g. Technical Writing, Grammar). Our response to these findings sets the pattern for this entire proposal: namely, we believe all three types of courses are important; all ought to have a place in general education and we have revised

general education requirements so that students are encouraged to sample all three types. We propose that the 12-credit English requirement for AA students be retained, and changed in one respect only: of the 6 credits in English that AA students take beyond English Composition, 3 credits must be in a literature course. For the other 3 credits, existing requirements are retained.

Table 2

Current General Education Requirements

	GLA AA	GLA AS	AS	AA	AAS
ENG	101, 102, +6 cr.	101, 102	101, 102	101, 102 +6	101+102 or COM 101
MAT	6-8	6-8	6-8	6-8	3-4
SCI	8	8	8	8	4
HUM	6	6	3	6	3
SOC SCI	12	6	6	12	6

Math and Science

We found no problems requiring revision of general education requirements in these categories.

Humanities

Our findings in study of the humanities requirements echo our findings in English. Humanities is a very important part of general education in the liberal arts. Most students are required to take only 6 credits of humanities; AAS students take only 3 credits. It is vital that students use their humanities credits to achieve as much breadth as possible in this area of general education.

We recognized that humanities offerings, like English courses can be divided into three types:

Appreciation and Analysis courses - these courses are based on study of important works/figures in literature, the arts and philosophy. The goal of a

humanities appreciation and analysis course is to clarify the nature and achievements of the humanities disciplines.

Creative Participation courses - these courses involve students in actual production of works in the arts and humanities.

Skills courses - these courses develop advanced skills in reading, writing, language, critical thinking, research and communications.

Humanities Requirements

All of these kinds of courses are vitally important for a liberal arts general education. For the two GLA degrees and the discrete AA degrees our path was clear. These students take 6 credits in the humanities, so we can require them to take one Appreciation and Analysis course and one Creative Participation course.

This revision of humanities requirements can readily be instituted for GLA students and discrete AA program students, but discrete AS and AAS programs require only 3 credits of humanities in total. The committee found itself confronting an unwelcome question: if a program allows only 3 credits of humanities in an entire degree program, what category of humanities course should be required? After lengthy investigation and debate, we decided that AAS and AS students should take a humanities appreciation and analysis course. These courses offer the most broadly based general introduction to the humanities. Students in AAS and AS programs take many courses which are practicums or techniques courses or skills-based. We think their sole humanities course should be of a different type.

Skills Expansion: A New Distribution Category

In addition, we have instituted a new degree requirement category: **Skills Expansion.** Humanities courses are an important part of the list of courses in this category. Students in the GLA degrees and in the discrete AA programs will be required to take 6 credits of Skills Expansion courses. Skills Expansion adds to required skills courses in English Composition and Math. We think this category is particularly important in order to update general education for the 21st century. Students need increased information and communication skills, offered by the departments of English, Communications, Philosophy, Library, Math/Stat/Computer, Reading, Foreign Languages and Office Technology, in order to prepare themselves to be effective participants in the marketplace, the nation and the world.

Social Science

Examining social science requirements in the current Basic Course List clarified for the Committee a number of issues which affect the humanities as well as the social sciences. The current Basic Course List requires all social science and humanities departments to select certain courses as more "basic" than others and prohibits AS and AAS students from taking "non-basic" courses. We found the category of "basic" unclear. Except for introductory courses prerequisite to further courses, it was difficult to determine what made one course more "basic" than another. It seems clear that if some courses in a discipline are foundational and must precede further study, then the department should designate those courses as prerequisites. However, we saw no particular gain in restricting students to introductory courses. Rather, we believe the critical criterion should be whether a course advances general education or not.

Having therefore rejected the current Basic Course List system of classification, and thus having altered the humanities and social science categories, the Committee went on to address other aspects of general education. We examined general education requirements at other colleges and realized that increasing numbers of two and four-year schools have instituted general education requirements that address human diversity. We decided that students should be given additional guidance in their choice of social science and humanities courses. We instituted 3 **"integrative"** requirements that guide students in selecting courses that address vitally important areas of general education.

Integrative Requirements

1) The first such requirement is **Western Heritage.** NCC students should not graduate from the College without a general education which introduces the history and social/cultural accomplishments of western civilization. GLA AA students are required to take 2 Western Heritage courses in this plan; all other students must take one. This requirement may be satisfied by choosing from among a wide variety of courses offered in all the social science and humanities departments.

Courses taken for the Western Heritage requirement may simultaneously be used to satisfy other distribution requirements for which they qualify. Thus, for example, HIS 101 (Western Civilization) may simultaneously be used to satisfy the Western Heritage requirement and the Social Science requirement; ART 101 (Art History) may satisfy both the Western Heritage and the Humanities Appreciation and Analysis requirements; ENG 205 (English Literature) may satisfy both the Western Heritage requirement and the Literature requirement for the AA degrees. By this means, students will be given guidance in the selection of social science and humanities courses, and the total number of credits required for graduation will not be increased.

2) The second integrative requirement is **Human Diversity.** We believe that students require understanding of our increasingly diverse society and our globalizing world. Hence, we have developed a diversity requirement based on 3 categories of courses: social science and humanities courses about diversity in the United States; social science and humanities courses which provide a global perspective, and social science and humanities courses which feature non-western area studies. GLA students must take 2 courses from 2 of 3 categories, and all other students must take 1 course, from any category.

As with Western Heritage, these courses can be those used to satisfy other requirements. For example, a student might use ENG 207 (African-American Literature) to satisfy both the Human Diversity requirement and the Humanities Appreciation and Analysis requirement (or the Literature requirement for an AA student). Another student might take International Economics, or HIS 228 (Modern China) or SOC 211 (Race, Class and Gender) to satisfy both the Human Diversity requirement and the Social Science requirement.

3) Finally, for GLA students only, we have instituted a third integrative requirement, a **multidisciplinary capstone,** which completes their general education at NCC by bringing together materials and perspective from at least 2 of the general education categories (social science, humanities, science, math). Our aim with this requirement is to provide students an opportunity for study that draws upon their many previous courses and helps them make multidisciplinary connections in preparation for further study in a four-year college.

To Improve Advisement

We hope this new set of revised requirements will contribute to improving advisement at NCC. Since we have made sure that requirement categories are the same across the board, all courses can now be coded to show what general education requirements they satisfy. Both the catalog and the registration print-outs can now show that HIS 101, for example, satisfies the social science requirement and the Western Heritage requirement, or that COM 101 satisfies the Skills Expansion requirement and the English requirement. Coding can also be extended to student transcripts, making it easy for students and faculty to keep track of student progress toward meeting graduation requirements.

G

Nassau Community College
INTERDEPARTMENTAL MEMO

Date June 13, 1996

To College Community

From Professor Arnold Silverman

Subject **Learning Community Students Stay Longer, Do Better at NCC**

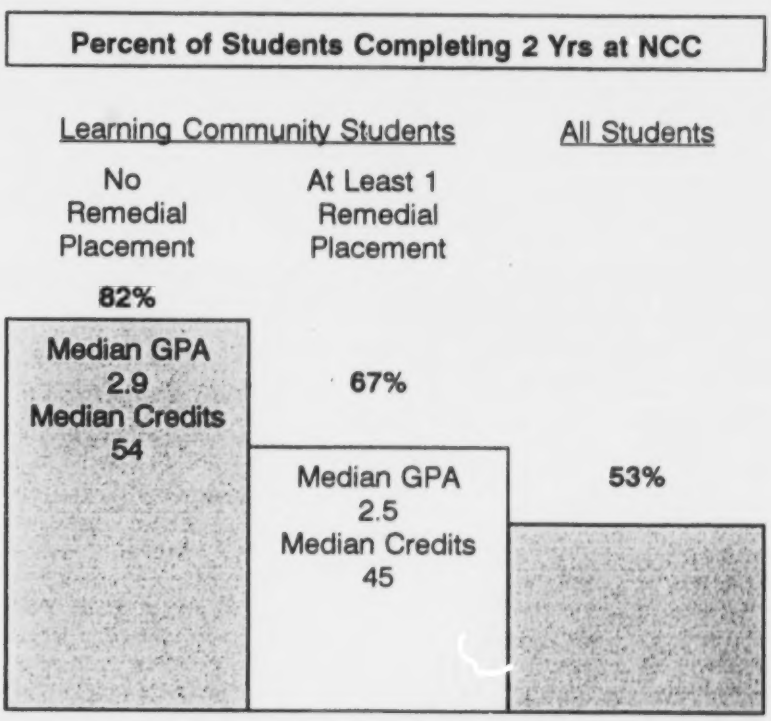
Preliminary data from an evaluation of the Fall 1994 Freshmen Learning Communities (FLC) reveal that FLC students stay at NCC longer than other students. They also make steady progress toward their degrees and have substantial GPA's at the end of 2 years of study.

Four of every five FLC students complete 2 years at NCC, only half of all students do so.

The data also reveal that FLC students with remedial placements are more likely to remain at the college in full study than all other students:

Sixty seven percent of FLC students with remedial placements complete 2 years at NCC compared to only 53 percent of all other students.

After 2 years of at NCC, the median FLC student with remedial placements has a GPA of 2.5 and has earned 45 credits.



Eighty two percent of FLC students with no remedial placement complete 2 years of full time study at NCC compared to only 53 percent of all other students.

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Learning Communities Yield High Rates of Return At Nassau Community College

A study of Fall '94 Freshmen Learning Communities at Nassau Community College strongly suggests that these clusters can dramatically improve student retention rates. All Learning Community participants registered for a second semester; in contrast only 3 of every 4 similar students enrolled for the spring '95 semester.

Learning Community Freshmen also received much higher grades than their peers. Cluster participants had a median GPA of 2.43; similar students had a median GPA of only 1.93. Learning Community Freshmen and their peers had similar high school records: the typical student in both groups graduated in the 7th decile of their high school class.

Entering students who placed in Reading 001, but no other remedial course, were invited to join the cluster. Students who enrolled in the cluster were compared to those who did not. Cluster students were enrolled in the same sections of Reading 001, NCC 101 (Freshman Seminar) and Sociology 201 (Introduction). Cluster students also enrolled in at least 2 courses that were not part of the cluster.

Cluster instructors advised entering students and coordinated their teaching in the cluster. Cluster instructors attended a 3 day workshop to prepare for their teaching, but received no released time.

These data suggest that Freshmen Learning Communities can substantially increase student success and retention at minimal cost to the college.

Dr Arnold Silverman
NCC Learning Communities
South Hall A 17
Nassau Community College
Garden City NY 11530

516 572 7453

PROPOSED PROGRAM IN INTERNATIONAL STUDIES (AA Degree)

First Semester

ENG 101	3 cr.	
MDC 110	3 cr.	Learning Community
GEO 101	3 cr.	
Foreign Language	3 cr.	
MAT elective	3 - 4 cr.	
	15-16 cr.	

Second Semester

ENG 102	3 cr.
Foreign Language	3 cr.
MAT elective	3-4 cr.
Social Science elective (select from list below)	3 cr.
COM 224	3 cr.
PED	2 cr.
	17-18 cr.

Third Semester

ENG: World Literature	3 cr.
Foreign Language	3 cr.
Social Science (from list)	3 cr.
Lab Science elective	4 cr
General elective	3 cr.
PED activity course(s)	1 cr.
	17 cr.

Fourth Semester

ENG: World Literature	3 cr.
Foreign Language	3 cr.
Social Science elective	3 cr.
General elective	3 cr.
Lab Science elective	4 cr.
PED activity course(s)	1 cr.
	17 cr.

Recommended Social Science Electives
SOC 204, 205
GEO 102, 103, 222
HIS 105, 220, 228
IGS 101, 102
AFR 142, 143
ECO ? (International Economics)

Recommended General Electives
PHI 208
BUS 114

T

Mathematics Across the Curriculum at Nassau Community College

For further information contact:

Professor Arnold Silverman 516 572 7453
Professor Philip Cheifetz 516 572 7932

NCC, Stony Brook Share $3,000,000 Grant

There is a joke to the effect that many Americans favored Steve Forbes' flat tax plan because of their aversion to math. Many Long Island businesses, unions and colleges would find this nothing to laugh about. That's why Nassau Community College is taking the lead along with other Long Island Colleges in a concerted effort to improve the teaching of mathematics across the undergraduate college curriculum. This consortium of colleges has been awarded nearly 3 million dollars by the National Science Foundation to engage in a 4 year effort entitled "Mathematics Across the Curriculum." The effort will be coordinated regionally by Dr. Alan Tucker of the State University of New York at Stony Brook and locally by Professors Phil Cheifetz (Mathematics/Computer Science) and Arnie Silverman (Sociology).

Professor Cheifetz has had a distinguished career at the college and nationally, particularly in efforts to reform and restructure the teaching of calculus. He has also taken an active role in educating local high school faculty through his role as acting director of Nassau's Institute for Teacher Enhancement. Professor Silverman has been active at the college for nearly a decade in educational innovation, he was Co Director of the FIPSE (Fund for the Improvement of Post Secondary Education) "Active Learning" Seminars for Faculty, took an active part in creating the college's Multidisciplinary Course in World Cultures and is presently coordinating the college's Freshmen Learning Communities Program.

Nassau's efforts will be very broad. They will include not only math, science and engineering faculty, but professors from Sociology, Psychology, Economics, Business Administration, Marketing, the Allied Health Sciences and other disciplines and departments. Drs. Cheifetz and Silverman assert that students will use numerical ideas and concepts throughout their college educations and throughout their lives: "Few of our students will be mathematicians," commented Professor Cheifetz, "but very few will not be asked to apply quantitative ideas and techniques in their future occupations." Professor Silverman noted that "Active citizenship today requires that you have some ability and comfort in using numbers - whether you're looking at the budget of your local school district or trying to make sense out of possible cuts in the nation's budget."

Professors Cheifetz and Silverman commented that Long Island's economy is being transformed and that the ability of Nassau County to educate a quantitatively literate work force will require that Nassau Community College's students have high levels of numerical ability and confidence.

J

Proposal Draft

I. Multidisciplinary Council (Organization of MDC Courses)

Rationale:

The unusual trans- and inter-disciplinary arrangements necessary for effectively scheduling and coordinating MDC courses and related activities require leadership personnel familiar with the project and correlated activities. The Project Directors of the current grants which established the courses propose the following administrative structure:

1. All faculty members trained in MDC Faculty Seminars and subsequently instructors and those who intend to be instructors of MDC courses (MDC 101, 102, 110, 120, 130) are *de facto* members of the Multidisciplinary Council and qualified to serve on sub-committees and to be nominated to Executive Office.

2. The offices of Council Chair, Vice Chair and Secretary shall be nominated by members of the Council at large and voted into office by majority vote.

Terms shall be renewable after two years, at which time new nominations will be considered. Voting will take place by ballot in May.

3. The Executive Officers shall with the advice of the general membership designate one member of the Council to be MDC Coordinator and to assume all the administrative duties of that office (see below).

4. The Executive Officers shall recommend to the Dean of Instruction the name of MDC Coordinator with the following stipulations:

a) the Coordinator must be a member of the Multidisciplinary Council (i.e. MDC faculty)

b) the Coordinator must apply for released time and Program Coordinator hours necessary to administer the duties required

c) the term of Coordinator will be four years and will be renewable

Duties of the Council

At the discretion of the Coordinator and Executive Officers, sub committees may be formed to execute the following duties:

1. The Council will ensure fair rotation of eligible teachers of MDC courses by maintaining lists of eligibility and dates of courses taught.

2. The Council will maintain an advisory relationship with the MDC Coordinator by checking time schedules of courses, number of courses offered, and concentration of faculty by department.

3. The Council will review and evaluate each MDC course every two years and send copies of their evaluations to the original department Sponsors of the course.

4. The Council will assume responsibility for observing each MDC instructor at least once. The observers (2) will evaluate the instructor's grasp and teaching of MDC course content. Copies of the evaluation are the property of the instructor and may be used by the instructor only (e.g. in a personnel file or promotion folder).

5. The Council will assist the Coordinator in resolving matters of educational policy and curricular reform, pedagogical innovation, and assessment.

6. The Council will be responsible for textbook selection and/or publication and submit appropriate textbook forms to the Bookstore and Dean of Instruction.

7. The Council members will be available for advising and conferring with MDC students at times designated by the Coordinator.

8. The Council will organize printing and distribution of flyers to students and departments.

9. The Council will organize and promote MDC conferences and lectures, at the College and other institutions, student writing contests and readings, and be responsible for associated mailings.

Duties of the Coordinator

1. The Coordinator will have the responsibility of maintaining the MDC Office and the materials and equipment used for all MDC courses.

2. The Coordinator will have the responsibility of maintaining a list of MDC instructors and their eligibility to teach. He/she will confer with the Council in order to ensure fair rotation among eligible faculty.

3. The Coordinator will have the responsibility of scheduling all MDC courses at appropriate hours (conferring with Council members to assure balance), communicating with department Chairs, the Registrar, and the Dean of Instruction as necessary.

4. The Coordinator will be responsible for timely communication with MDC instructors' academic department chairs in order to maintain consistent scheduling time-tables and to ensure departmental consent.

5. The Coordinator will be responsible for initiating and maintaining files of evaluation material, and for forwarding assessment materials (new course evaluations, student surveys, GAFIDS) to the proper channels in the proper form at the proper time, according to college regulations.

6. The Coordinator will be available to advise students on a regular basis, at times posted in the MDC Office, and will arrange a schedule of hours when Council members will be available to advise and confer with students.

7. The Coordinator will organize regular meetings between teachers of multiple sections of each MDC course, at times agreed upon by instructors, to maintain continuity and exchange of ideas.

8. The Coordinator will negotiate the publication of MDC texts, with the advice of the MDC Council textbook sub-committee members.

9. The Coordinator will be responsible for formulating a budget necessary for effective execution of the project, purchase of supplies, materiel, etc.

10. The Coordinator will be responsible for coordinating all the ancillary academic activities of the project (e.g. Learning Community articulation, syllabus revisions, conferences and lectures).

11. The Coordinator will be responsible for coordinating all the ancillary support services (budgetary, office maintenance, secretary/student aide assignments and time cards, etc,)

12. The Coordinator will be responsible for maintaining an active mailing list of institutions interested in the MDC project, disseminating information as necessary, and writing promotional material, for the College community, for high schools, for other colleges, and for publication in ERIC and other academic publications.

5

NASSAU COMMUNITY COLLEGE

Inter-Departmental Memo

September 12, 1994

To: MDC Faculty

From: Ivan

Subject: **Tuesday, Sept. 27, 1994 Meeting of Sub Committees**
11:30 361 Rice Circle

The MDC Sub Committees have work to do! If you could not attend last semester's meetings, here is another chance to sign up for committees. Come on the 27th and join one of these groups.

1. **Curriculum Committees for MDC 101, 102, 110, 120 & 130**:
The MDC 101, 102 and 130 Committees met several times during the summer to plan and revise textbooks. Gerry Etra is our new publishing consultant. The MDC 101 book is nearly sold out so revisions are well advanced; MDC 102 has another semester of books on hand, but there are suggested revisions as well. MDC 130 faculty met to revise the course outline and Student Reading List. The textbook will be based on those selections. Volunteers are needed to write introductions, etc.

2. **Recruitment Committee**: Rochelle and Mimi did a great job talking to their departments about MDC courses. We really had no trouble this semester filling the MDC 101 and 102 sections. Now we need some new strategies to make MDC 110, 120 and 130 known. Bring ideas.

3. **Special Events**: We are having a MDC 110 Showcase presentation during the Cultural Diversity Program this fall, and in the Spring we have our annual Student Writing Contest and Conference. We need ways to "showcase" the MDC 120 and 130 as well. There are lots of details involved in all the events we plan. Please come and lend your services.

4. **Pathways** (formerly Conerstone): The Liberal Arts Advisement Package. There are political issues to discuss.

5. **Assessment and Dissemination**: Besides on-going GAFID assessment, we have 5 years of student and teacher course evaluation forms that should be looked at and utilized in some way. We should have a list of conferences to go to and contact persons at schools where our students transfer. We should write articles for ERIC. In general, we should be doing more publicity.

6. **Learning Communities**: This project is growing like Topsy. Come and work with Arnie Silverman.

MDC Office: 351 Harmon Avenue, Second Floor. Our furniture has been ordered and the latest notice says it will be delivered soon. We have a part-time secretary (grant and work-study funded). Why aren't we in business? **We need a telephone.** If any of you have influence with Joe Buckheit maybe you can make this happen. Our first request went to him in February. Ann Muth has called him for us repeatedly. Students can't find us. We are still nowhere.

See you on the 27th.

K

Nassau Community College

Garden City, New York 11530-6793

April 2, 1993

Dear Professor Linda Schneider:

I am most pleased to tell you that you are among those faculty selected this year as a recipient of The Second Annual Faculty Distinguished Achievement Awards. Designed to recognize recent outstanding scholarly and professional accomplishments of faculty, this award honors you for your work as project and proposal designer and recipient, on behalf of Nassau Community College, of a combined **National Science Foundation/National Endowment for the Humanities/ Fund for the Improvement of Post-Secondary Education** Grant to support the College's **Education for the Twenty-First Century** Project.

On behalf of the entire campus community, I congratulate you for your achievements and the mark of excellence they bring to Nassau Community College.

I look forward to honoring you among this year's recipients at the reception to be held on Wednesday, April 14, 1993 at 7:00 p.m. in Building "K."

Sincerely,

Ann Muth

Ann Muth
Interim Dean of Instruction

c: President Sean Fanelli
V.P. Dr. Jack Ostling
Members of the Board of Trustees
Dr. W. Feigelman

Nassau Community College is sponsored by Nassau County under the program of the State University of New York.

L

NASSAU COMMUNITY COLLEGE

Inter-Departmental Memo

To: All full-time faculty

From: Anna Katsavos (English)
Arnold Silverman (Sociology)
Learning Communities Coordinators

Subject: Learning Communities informational meeting

Date: September 13, 1993

You are invited to an informational meeting about learning communities.

Date: September 28, 1993

Time: 11:30-12:45

Place: 361 Rice Circle

Our agenda includes discussion of:

---definition, philosophy and goals of learning communities

---different types of learning communities

---learning communities currently offered at NCC

---projected learning communities for next academic year

At this meeting you will have the opportunity to speak with faculty who are presently involved in these projects and to pick up an application for participation during the fall 1994 or spring 1995 semester.

Faculty selected to participate in learning communities will take part in multi-day workshops to be held either during the spring or summer 1994 semester.

If you are interested in finding out about learning communities but are unable to attend this meeting, please contact Anna Katsavos at 572-8146.

L

NASSAU COMMUNITY COLLEGE
APPLICATION FOR LEARNING COMMUNITIES 1994-1995

NAME _____

DEPARTMENT _____ EXT. _____

OFFICE HOURS _____

HOME PHONE _____

Please check one:

_____ I would like to be a participant in the **FALL 1994** learning community. I will be able to attend the required 9:00-5:00 workshop sessions scheduled for January 10-14. I understand that I will be required to meet regularly throughout the fall 1994 semester with the other faculty members of my learning community.

_____ I would like to be a participant in the **SPRING 1995** learning community. I will be able to attend the required 9:00-5:00 workshop sessions scheduled for May 16-20. I understand that I will be required to meet regularly throughout the spring 1995 semester with the other faculty members of my learning community.

Please attach this application to your proposal and forward to Anna Katsavos, English, no later than October 22, 1993. All applicants will be notified by the end of this semester.

Your proposal should provide the following information:

--the course you want to teach in the learning community
--a copy of an updated syllabus for the course you want to teach
--titles of courses from other departments that you would like to link with your course
--theme(s) you would use to integrate the three courses
--(optional) individuals in other departments with whom you would like to work

MDC NEWSLETTER

EDITION #3 *February, 1996*

N. Katherine Hayles on ELECTRONIC TEXTUALITY March 4, 1996

N. Katherine Hayles, whom you may remember from our readings in the MDC 130 Seminar, is coming to Nassau on Monday, March 4th. She will be speaking on "Virtual Literature: Books that Live Inside Computers" at 11:30 on the eleventh floor of the Tower. All students and faculty are invited. There will be refreshments afterward.

Hayles originally trained as a scientist, went on to gain her doctorate in English literature, and pursued in her lively and probing books and articles the connections between science and the arts. The titles reveal the connection: *The Cosmic*

(Continued)

EGYPT-O-MANIA April 16, 1996

On Tuesday, April 16th, Louise Forsythe, a historian and commentator on Egyptian and Islamic literature, will be the guest of the MDC Program and the College Development Fund. Professor Forsythe will discuss the use of literature in teaching students about contemporary Egypt and Islam from 11:30 to 12:45. All faculty are welcomed to attend, and MDC 110 World Cultures faculty are particularly urged to attend.

Professor Forsythe will also be lecturing to Julio Marzan's MDC 110 World Cultures class in North Hall 202 at 1 PM. Prof.

(Continued)

Linda Schneider
Sociology

(Hayles continued)

Web: Scientific Field Models and Literary Strategies in the 20th Century; Chaos Bound: Orderly Disorder in Contemporary Literature and Science; Chaos and Order: Complex Dynamics in Literature and Science, and "Chance Operations: Cagean Paradox and Contemporary Science."

By showing the links between the new physics and postmodern arts, she has clarified both, enabling us to understand such diverse texts as fractal patterns, Kathy Acker's novels, John Cage's music, and "The X-Files."

Hayles explains: "[In computers] literary texts can shape-shift in ways impossible for printed texts." Her multimedia presentation at Nassau Community College, "Virtual Literature: Books That Live Inside Computers," addresses the potential of hypertext.

Joan Gordon

(Egypt-o-mania continued)

Marzan will permit a limited number of faculty preparing to teach MDC 110 to attend. Please contact Julio at 2 7815 (English Dept.) or 2 9809 (Direct Extension).

At 2:30 we plan to review excerpts from recent Egyptian film. Prof. Forsythe will comment on these and discuss their classroom use.

"What about that! His brain still uses the old vacuum tubes."

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Boomerang!

Like many colleges, NCC now has a Learning Communities Program. Learning communities help students to see the connections between their courses and create a positive "pro learning" attitude in the classroom. A typical learning community includes students registered for the same sections of a science course, a math course and a writing course. Faculty work together to make students see connections between their courses; Wayne Ramsey's Astronomy students studied the role of Galileo and other "outsiders" in the formation of scientific ideas while in Anna Katsavos' English class they read the fiction of literary "outsiders." Students realized that "outsiders" often play a creative role in many disciplines.

As students get to know one another and to sense the concern of the faculty they become more open to classroom discussion and more likely to put ideas education at the center of their lives. As a young woman in one learning communities put it"

Sometimes we study together, but mostly we hang out and talk about Astronomy.

Diversity!

One striking thing about many learning communities is that they are racially, ethnically, and generationally diverse. In contrast to situations in which contact is limited to sitting in the same class, many of our students form friendships with classmates of very different backgrounds.

In one community students from Jamaica, India and Mineola organized dinners at a Japanese Restaurant.

Boomerang! is the Learning Communities newsletter. Arnie Silverman, Sociology, 2 7453, edits it.

Boomerang! gets its name from a student who dropped out and returned. On his return he noted:

Learning community students are like boomerangs - they always return!"

Have more fun in class!

Students are not the only ones who gain from learning communities. Teaching faculty have a chance to work with other instructors in a way that builds new friendships and new insights about the nature of our colleagues ideas, concerns and the content of their teaching. As Larry Orilia puts it:

...teaching in the community has rekindled my love of teaching and enabled me to broaden the scope of math discussions!"

Humanities faculty come to appreciate that numerical skills can be used to broaden understanding and scientists learn that writing and the visual arts can be useful in helping students visualize scientific phenomena.

Challenging Remediation!

The suspicion may grow that learning community students are an especially bright, well motivated students - in fact they resemble other NCC students closely in their high school records and

academic achievements. Like most NCC Freshmen, learning community students often require remediation.

In the fall of '94 a group of first semester freshmen entered a learning community consisting of Introduction to Sociology, Reading 001 and NCC 101. Although these students were very similar to others in Reading 001, the outcomes of their first semester could not have been more different.

All learning community freshmen registered for their 2nd semester, only 3 in 4 of their peers did so.

At the end of the semester learning community students had a median GPA of nearly 2.5, their peers had a median GPA of less than 2.0. Students in this learning community continue to be successful at NCC and several have GPA's of 3.0 or more

Combining remedial work in a course like Reading 001 or English 001 with a course like Sociology that requires these skills improves student attitudes. As one community student put it:

In 001 English I didn't have a clue. I did OK in high school, why'd I need it? But without the Reading course in the community I know I'd flunk Soc!

New students hear about learning communities through high school counselors, NCC faculty and their friends who are community "alumni." Communities for continuing students - such as the one created by joining Bill Feigelman's Social Problems course with Faith Ripps' Statistical Computing course - are advertised by word of mouth, through flyers and posters.

Some communities have more applicants than places!

Join Us!

If you're interested in teaching in a learning community talk to Arnie Silverman (2 7453 or 76340.356@ Compuserve.Com) and your colleagues who are teaching or preparing to teach in learning communities. These include:

Sidney Becker, Adam Haridopolos, Jim Hoyt, Anna Katsavos, Hedda Marcus, Rafael Marino, Carol Mueller, Larry Orilia, Jeff Rosenfeld, Linda Schneider, Wayne Ramsey, Dave Sher, Ethel Weeks, Mike Tortoro, Scot Zaluda, Gene Zirkel and many others.

Our Thanks!

Learning Communities succeed only through the efforts of a great many people. The initial funding for faculty workshops to prepare learning communities came from a grant jointly sponsored by the National Science Foundation, the National Endowment for the Humanities and the Fund for Post Secondary Instruction. At the college Rich Conway, Barry Fischler, Tom Fernandez, Pablo Flores (Placement Testing), Ruth Goldfarb (Communications) Jim Hoyt (Transfer), Nancy Hemming (Regsitrar), Bernie Iantosca, Anna Katsavos (English), Bob Lawn (Printing), Renne Levy (English Placement), Sandi Miller (Dean of Instruction's Office), Anna Miller (Printing), Ann Muth, Jack Ostling, Mary Peck & Dolores Smalls (Educaional Counseling) Joan Sevick (Multi Disciplinary Courses, John Spiegel and Bruce Uruqhart (English, Chair) all helped to make NCC's Learning Communities a success.

25th Year
No. 1

NASSAU COMMUNITY COLLEGE NEXUS

FALL
1992

MAKE NASSAU YOUR FIRST CHOICE

Chancellor of the State University of New York D. Bruce Johnstone addressed the general faculty meeting of Nassau Community College for the first time in history September 10 — and his message was a call to action.

Dr. Johnstone called on supporters of SUNY to make an even stronger effort to increase the budget priority of the University with elected decision makers. He said that the campus community must "clarify our message."

Lawmakers Must Be Convinced

Teachers and students alike, he pointed out, must convince lawmakers that (1) SUNY is needed, and (2) the system is well managed. "We must stress how well managed we are," he said. "We've got to inform—not harangue—the legislature and governor about the need for the system." He added that officials must be impressed with the consequences without SUNY, and that the University needs to document the losses.

Many Voices Must Be Heard

He also indicated that more voices must be heard in the cause. "The legislators need to hear from us, from parents, from students," he said.

The Chancellor used statistics as he described higher education in New York State as "not over-built" and, in fact, "seriously under-built." The State ranks 47th in per capita support to higher education, he said, and SUNY receives only six per cent of the state's budget, compared to some midwestern states at over 10 per cent.

CHANCELLOR JOHNSTONE, second left, prepares for an address to the general faculty by visiting with Prof. Michael Steuer, chair of the Academic Senate, President Fanelli, and Prof. Phil Nicholson, president of the NCCFT. The Cancellor's subsequent message was a call to action.

Budget Cuts Began Early

His message was a sobering one—fitting, he said, for a Chancellor who was in office less than a week when he suffered his first budget cut. He went on to receive nine more cuts in his four years in office.

While State funding, skimpy as it has become, is only a third of NCC's income, the other sources are also in difficulty, as was pointed out by Dr. Fanelli at the same meeting. The County tax rate has not been raised in five years while student tuition has increased sharply.

. . . The Fanelli Decade

(Continued from the preceding page)

ings from the State University of New York; Dr. Joseph Hankin, president of Westchester Community College, with greetings from the other 29 SUNY community colleges; and Nassau County Executive Thomas Gulotta.

A Decade in Perspective

The Convocation address will be delivered by Dr. Paul Devendittis, professor of History, in which he plans to place the first decade of Dr. Fanelli's tenure in historical perspective.

College Wins Grant to Develop More Multidisciplinary Courses

The College has just obtained a new three-year $184,898 federal grant to offer multidisciplinary faculty seminars, beginning next spring.

Of 109 proposals, Nassau was one of only nine colleges and universities in the country—and the only community college—to be funded by "Projects in Science and Humanities," awarded jointly by the Fund for the Improvement of Post-Secondary Education (FIPSE), the National Science Foundation (NSF), and the National Endowment for the Humanities (NEH). The three-agency project reflects a new orientation in American education towards integrating instruction in the humanities, social sciences and sciences.

Profs. Joan Sevick (English), Linda Schneider (Sociology) and John Remo (Physical Science), represent the three areas as co-directors of the grant for NCC.

'A Rare Opportunity'

"The grant provides a rare opportunity to fund further development of general education at the College, specifically, general education courses that integrate the sciences and the humanities, and that are global, rather than solely Western in scope," Prof. Schneider reported.

She said the grant will fund seminars to create three new MDC (multidisciplinary general education courses), "World Cultures," "Major Ideas in the Post-Modern World," and "Issues in Science and Society." The committee is currently accepting applications for participation in the seminars.

. . . Construction Is On Schedule

(Continued from the preceding page)

tion attention preparatory for its concrete work, according to Milton Rosen, a resident engineer for the LIRO group, which is overseeing the contractors' work for the county.

Humanities & Social Sciences

When completed, the new Classroom Building will house the departments of Art, Criminal Justice, Economics, History & Political Science, Psychology and Sociology. It will feature a gallery and atrium where student art work can be displayed. The new building will allow for design of a final phase that will include a theatre and performing arts complex and an improved system of public space and walkways.

The Campus Center will have a landscaped court opening to three entryways serving the new Classroom Building, the existing Physical Education Complex and Administrative Tower.

BEST COPY AVAILABLE

SELF-STUDY NEWS

Vol. 1, No. 2 October, 1992

STATE EDUCATION DEPARTMENT REVIEW

by Arnold Peltzer

(Engineering/Physics/Technology), Chair, SED Steering Committee

As you are probably aware, the College is preparing for a State Education Department review to occur in the Fall of 1993. The purpose of this review is to assure that the College's programs meet the standards established by the Commissioner of Education and Board of Regents. The review process consists of our completing a self-study; the report will be submitted early in the Fall semester, followed by a visitation by an evaluation team. Based on the findings of the review, the Department will make decisions relating to the continued registration of our programs.

SED has prepared a Self-Study Guide to help us write our report. The Guide consists of fifty-one specific questions about four general issues: student needs, effective instruction, institutional support, and assessment. The SED Steering Committee has identified individuals to write answers to each of these questions. Overall, there will be forty-two different people writing entries for the report. Each of the writers may, in turn, have to ask others with expertise and knowledge in specific areas to help them develop their reports. Thus, the study will involve contributions from many individuals from all parts of the College community. The Self-Study Report that is produced will be a guide to the College for the visitation team. It will also give us at the College a picture of what we are doing in these four areas.

The visitation team, consisting of SED staff and consultants, will spend about three days on campus evaluating the institution firsthand. At this time they will be able to look at our records, interview members of the College

Continued on Page 2

GENERAL EDUCATION

WHAT IS IT?

It is *not* education that is non-specific, nor is it the education of generals.

This past summer we spent some time researching studies of general education in higher education, in order to provide the college (initially the Assessment Committee, but eventually everyone at the college) with a background for the definition and assessment of specific learning objectives in the general education area.

Generally, general education is study in breadth which complements study in depth (the major). The term refers to skills which transcend disciplines and are part of a student's life-long goal of education.

Got it? Of course not. There has been little consensus in the past about what exactly these skills are and how they can be identified and tested.

THE PURPOSE OF GENERAL EDUCATION

Despite controversy, three broad objectives seem to characterize the various interpretations of general education:

1. Developing general intellectual skills for advanced learning, such as analyzing, problem solving, critical thinking, quantitative reasoning, and written and oral expression. These skills are achieved in courses and disciplines across the curriculum.

Continued on Page 4

GREAT GRANTS

by Rochelle Meyer

Good news about grants at NCC. This year alone, through October 15, 1992, the College has been awarded $1,007,697 in grants, well above the mean of the awards for the five full years of 1986 to 1990. And the year is not yet over. Chances are, this year we will top our record year of 1991, in which the College was awarded $1,046,422, an increase of 25% over the mean of those same five years.

The College's improving record in receiving grant funds comes despite the impact of difficult economic times in all parts of society. Many of the recent grants were funded for less, often much less, than was requested. The College and its personnel can well be proud of its recent achievements in obtaining grants. Bill Atkins, we're glad you came to NCC in March 1990!

Who got the recent grants, who were the granting agencies, and what were the projects funded? Here are details of the awards of over $100,000. In addition, there were five grants under $100,000 received by industrious members of NCC between January and August 1992.

The New York State Education Department granted over $100,000 for a group of four projects. They are Work Experience for Disabled (V. Margolis, SPS), Basic Education (S. Becker, BEP), Mentoring Culturally Diverse (A. Taylor, ACC/BUS), and an English as a Second Language Program (P. Dina, Coordinating Agency for Spanish Americans, an off-campus agency to whom we provide services under the grant).

The United States Department of Education awarded over $ 255,000 for a continuing project in Student Support Services for Physically Disabled (V. Margolis, SPS).

The National Science Foundation has made a three year continuing award to of over $158,000 to a team of faculty (R. Berenson and S. Aronson-Unger, ENG/PHY; T. O'Brien and K. Pearlstein, BIO) to develop and evaluate Multidisciplinary Science Courses.

The National Endowment for the Humanities, FIPSE and the National Science Foundation jointly funded a grant of $185,000 for continuing development of the Multidisciplinary General Education Liberal Arts Courses (L. Schneider, SOC). The Liberty Partnership Program (O. Cabrera, Community Services) received over $100,000 from the New York State Department of Education. Both of these projects have additional support from within the College.

STATE EDUCATION DEPARTMENT REVIEW

Continued from Page 1

community, and inspect the physical facilities. Since we don't know in advance exactly what they are going to want to see, we expect that this will be an exciting experience.

We are still at the beginning of the process. However, with all members of the College community contributing as needed, we are confident that the review will result in a positive outcome at SED and be a valuable exercise for the College.

HAVE YOU UPDATED YOUR CURRICULUM VITA LATELY?

Why not do it today!

From the House

Volume 7 Number 2 April 1995

Riding With Jesse James!

Arnold Silverman
Sociology

"If my time is my money, then my 001 teacher could ride with Jesse James..."

Anonymous graffiti, South Hall

All too often we are faced with students whose ability to read, write and understand basic arithmetic and algebra is sadly lacking. This is clearly reflected in the large number of students who are placed in remedial classes for reading, writing and math skills - roughly sixty percent of our entering classes require at least one remedial course. This is a very vexed issue for students and for the faculty who teach them. Its no reward to be labelled "in need of remediation" and to add injury to insult, students receive no academic credit for [illegible]

See Jessie, page 2

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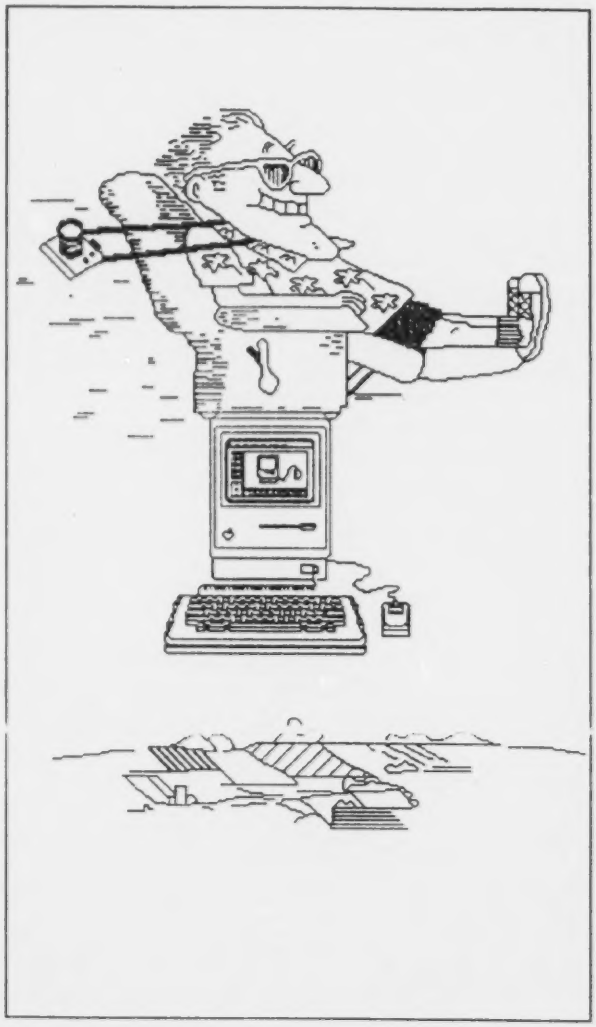

Take Your Computer on a Trip Over the Internet this Summer

See Article page 4

Jessie, continued from page 1

waiting in line at Motor Vehicle for an hour and a half and then being told you're in the wrong line - you feel stupid, you feel you're wasting your time and money!"

These feelings must contribute to the large number of students who drop out during their first semester. One effort being made to deal with this is the integration of remedial classes into Learning Communities. These clusters include the credit courses students need to graduate. By, for example, matching English 001 with a writing intensive section of Sociology, students in 001 use their remedial skills to succeed in Sociology. A student taking the same courses outside a community could easily find that their remedial skills were irrelevant. A student in a reading intensive Sociology or Psychology course, one that depends on multiple choice questions for grading, would find English 001 of marginal immediate use in these classes. If students in remediation finds their remediated skills irrelevant to their credit course grades, they might easily feel that remediation is "a waste of time and money." On the other hand, if students see remedial work as crucial to their credit classes, they will run, not walk to remedial classes. This in fact took place in a Learning Community that combines English 001 and Sociology 201. In the first class the students were retested and a few were upgraded to a section of English 101; they remained, though, in the Sociology class with their 001 peers. When the English 101 students, discovered that the 001 instructor was dealing directly with strategies that enabled students to write essays and short answers for the writing intensive courses, such as their Sociology section, they demanded to know why they had been "pushed out" of English 001 and denied the opportunity to learn!

Our preliminary evaluation of these communities is very suggestive. In a Learning Community linking Reading 001 with Sociology 201 (and NCC 101), 100 % of the students re-enrolled the following semester while less than 75% of similar students did so. Learning Community students also had overall grades than their peers; a median GPA of 2.43 while similar students had a median GPA of 1.93 for their first semester. A further interesting finding is that Learning Community participants were no better as high school students than their peers. The seventh high school decile was the median for the Learning Community students and their peers. This community was created by inviting entering students placed in Reading 001, but no other remediation to enroll; those who joined were compared to those who did not.

Our preliminary evaluation of these communities is very suggestive....100 % of the students re-enrolled the following semester while less than 75% of similar students did so.

These communities are the product of a lot of careful thinking and effort by Bruce Urquhart, Meta Plotnik and Lem Coley (English); Barbara Levy and Myrna Skidell (Reading); Gene Zirkel, Rich Conway and Ruth Goldfarb (NCC 101); and Linda Schneider (Sociology).

Those interested in these communities should contact me at my office in A 17, South Hall (572 7453) or eMail me at 76340.356@Compuserve.Com.

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This newsletter is composed on an Apple Macintosh computer using Aldus PageMaker

M

Nassau Community College

INTERDEPARTMENTAL MEMO

Date: May 1, 1995

To: All MDC 110 (World Cultures) seminar participants - past and present: Greg Arend, Ronna Feit, Ralph Nazareth, Diane Mader, Laura Sidorowicz, Pramila Venkateswaran, Rafael Marino, Kitty Dean, Marquita James, Mahadev Kumbar, Julio Marzan, Trude Ruchman, Arnold Silverman, Norman Spencer

From: Linda Schneider, 2-8004

Subject: **General Meeting, MDC 110 Instructors, Monday May 15, 1 -3 pm 361 Rice Circle**

At the end of each semester we like to have a general meeting of everyone who plans to teach MDC 110 in order to exchange information. Some of you are past, present or soon-to-be instructors of MDC 110. Everyone would like to hear how the course went: what worked and what didn't. Also, this semester's seminar has found wonderful new materials and has reconceptualized some of the course. They would like to inform the rest of you about it. We want to be sure everyone agrees on the readings before we send them to the printshop.

We chose Monday, May 15 for the meeting because it is the afternoon before graduation. The meeting will probably take about two hours. We'll have coffee ready; please bring some cold drinks and snacks if you wish.

Please let me know if you can attend by tearing off and returning the bottom of this page.

Linda

.....

return to Linda Schneider, Sociology

_____
your name

I will _____, will not _____ attend the meeting May 15th.

m

Nassau Community College

INTERDEPARTMENTAL MEMO

Date: May 1, 1995

To: All MDC 120 (Issues in Science, Technology and Society) seminar participants - past and present: Rochelle Meyer, John Remo, Marian Parish, Cheryl Fish, Wayne Drapeau, Ruth Silverman, Susan Gubernat, Vera Konig, Diane Kramer, Jane Brody, John Tanacredi, Meta Plotnik, Arnold Peltzer, Bob Rosenfeld, Jeff Rosenfeld

From: Linda Schneider, 2-8004

Subject: **General Meeting, MDC 120 Instructors, Monday May 15, 3 - 5 pm 361 Rice Circle**

We need a general meeting of MDC 120 people to discuss the future of this course: who will teach it; how can we make sure it runs; what should be the course contents. We need to integrate the work done in the three seminars that have already been held and we need to brief Bob Rosenfeld about what materials he should use in the Fall, 1995 final seminar. If you have outlines, reading lists, copies of articles selected for use, please bring them.

We chose Monday, May 15 for the meeting because it is the afternoon before graduation. The meeting will probably take about two hours. We'll have coffee ready; please bring some cold drinks and snacks if you wish.

Please let me know if you can attend by tearing off and returning the bottom of this page.

Linda

.....

return to Linda Schneider, Sociology

_____
your name

I will _____, will not _____ attend the meeting May 15th.

MDC COURSES

MDC 101 THE MAKING OF THE MODERN MIND I
Foundations of 20th Century Western Modernism: readings from Darwin, Freud, Marx, Einstein and others.

MDC 102 THE MAKING OF THE MODERN MIND II
20th Century transformation in the fields of art, literature, music, dance, film: Picasso, O'Keefe, Kafka, Woolf, Baldwin, Wright Stravinsky and others.

MDC 110 STUDIES IN WORLD CULTURES
World diversity studied through the legacies of Asian, Latin American, and Islamic cultures.

MDC 120 ISSUES IN SCIENCE, TECHNOLOGY & SOCIETY
The study of how modern technology affects society and the environment, and how social institutions shape the development of scientific discovery.

MDC 130 MAJOR IDEAS IN THE POST-MODERN WORLD
The post-colonial and post-Cold War world, the computerized global community and implications for the future of the planet.

Joan Sevick
MDC Coordinator

Phone: (516) 572-8030
Fax: (516) 564-9363

NASSAU
Community College

MDC

MULTIDISCIPLINARY COURSES

TRANSFER ADVANTAGES OF MDC COURSES

Most four-year institutions require the completion of a core program in integrative studies for students pursuing a liberal arts degree. MDC 101 and MDC 102 transfer to many institutions in satisfaction of that requirement. In addition, many colleges require a foundation in global studies and multi-cultural studies. MDC 110, 120 and 130 satisfy those requirements. Students transferring to Adelphi University, Queens College, or several SUNY schools should plan to take MDC courses at Nassau.

MDC courses give students the strong background they need to compete as university juniors and seniors in virtually any field of study. Emphasis in all MDC courses is placed on critical thinking, making connections across disciplines, writing, speaking and analytical proficiency.

MDC 102 receives 3 Humanities credits toward the Liberal Arts degree; MDC 101, 110, 120 & 130 receive 3 General Elective credits.

MDC PROGRAM AWARDED NATIONAL GRANTS

The MDC curriculum has been awarded two outstanding grants of nearly a quarter million dollars each. MDC 101 and MDC 102 were developed and supported by a grant from the National Endowment for the Humanities. MDC 110, 120 and 130 received the prestigious Project in the Sciences and Humanities grant from the National Science Foundation, National Endowment for the Humanities, and Fund for the Improvement of Post-Secondary Education. Nassau was one of nine colleges to receive the national grant. It was the only community college to win this award.

The MDC curriculum has been cited in the publication "1,000 *Exemplary Programs in America's Two-Year Colleges."* Articles about the program have appeared in *Eric* and other publications.

THE MDC FACULTY: A SPECIAL GROUP

All MDC instructors have been specially chosen to study in Faculty Seminars under the grants to develop skills necessary for teaching the courses. They have learned that in the contemporary world it is critical to see connections between events , ideas, and other developments in a variety of fields. They realize that students must see the relevance of issues that affect the world-community today. MDC instructors have worked together to reach beyond their expertise in their own disciplines to draw these connections. MDC students are exposed to a faculty that is informed and enthusiastic about their ideas.

MDC faculty is drawn from 28 different departments at Nassau . The over 75 instructors meet regularly to revise curriculum and texts, and to plan conferences, field trips, film festivals, essay contests, and other extra-curricular activities for MDC students .

Please Reserve A Seat for me in the Spring 1996 Freshman Learning Communities!

Name _____

Street _____

Community & Zip _____

Signature _____

Reserving a seat does not mean that you have to join the Learning Communities Program. At any point you can sign up for any Nassau program that you are eligible for.

Please Clip & Return!

WHAT STUDENTS SAY ABOUT FRESHMEN LEARNING COMMUNITIES:

"my friends in the community made all the difference. I wasn't the greatest student in high school - or the worst - but now I know how to study, have friends who help me and an advisor who helps me pick the right courses."

I PLAN TO GO TO ANOTHER COLLEGE AFTER ATTENDING NASSAU, CAN I TRANSFER THE CREDITS TO OTHER COLLEGES?

✓ Yes. NCC courses are transferable to all the major schools in the area (Hofstra, Molloy, Post etc) and all of the SUNY colleges and universities.

WHY WAS I INVITED TO JOIN A LEARNING COMMUNITY?

Students are selected on a random basis to receive invitations. Places are limited and we want the program to include all parts of the college community including recent high school graduates, transfer students and adults returning to college.

HOW CAN I JOIN A LEARNING COMMUNITY?

Fill out the attached card, send it back & come to the Learning Communities desk when you come to select your courses (NCC calls this advisement & registration!). WE'LL TAKE CARE OF THE REST!

FRESHMAN LEARNING COMMUNITIES At Nassau Community College

For ...

☑ ***College Success!***

☑ ***Enjoying College!***

☑ ***Personalized Advisement & Teaching!***

Dr. Arnold Silverman 572 7453
Or Admissions 572 7345

WHAT IS THE FRESHMAN LEARNING COMMUNITIES PROGRAM?

The Freshman Learning Communities Program is designed to make your entry into college easier and more successful. Learning Community advisors will help make personalized selections of the courses and teachers you need to succeed at Nassau. Learning Communities combine the personalized approach of a small college with the resources of a major educational center - Nassau Community College.

✓ **The Freshman Learning Communities is not an honors program or a remedial program. Learning Communities are designed for all students.**

Freshmen Learning Communities are groups of 24 students and 2 or 3 professors who work together to create a successful start for your college education. You and 23 other students will take a "community" of 2 or 3 classes together. You will also take one or two courses outside the community and meet other students and faculty.

WHAT COURSES WILL I TAKE?

You will take the same courses that any entering freshman takes: a college writing course, a math course and a psychology or sociology course. (You may choose to take a science course in place of psychology or sociology.) You'll receive the same credit that any other student receives for these courses.

You will also choose another course outside the community from your area of interest to complete your full time schedule. You may take a course related to Business, Criminal Justice or Careers in Health Care (Nursing etc.) or another area of interest such as Music, Art, African American or Women's Studies.

HOW ARE LEARNING COMMUNITY CLASSES DIFFERENT?

✓ Your Learning Community professors will work together so that the writing course will help you master the essay tests and questions you'll have to answer in your sociology and psychology courses.

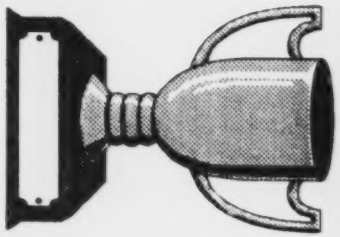
✓ Learning Community Classes often are smaller than classes outside the program.

✓ Learning communities also provide personalized advisement. Community faculty advise students on all aspects of college.

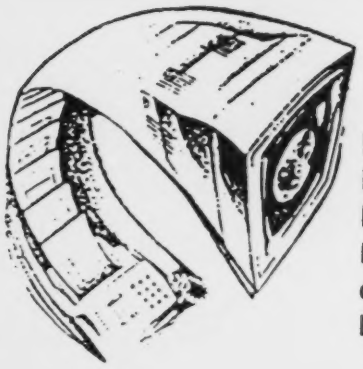
DO LEARNING COMMUNITIES MAKE A DIFFERENCE?

✓ Yes! A study of students who entered Nassau in the Fall of 1994 showed that Learning Community students did much better, even though they came from the same high schools and had the same high school grades as the typical Nassau student.

Be A Winner in College! Join A Learning Community!



Dr. Arnold Silverman
Learning Communities Program
Nassau Community College
Garden City, New York 11530

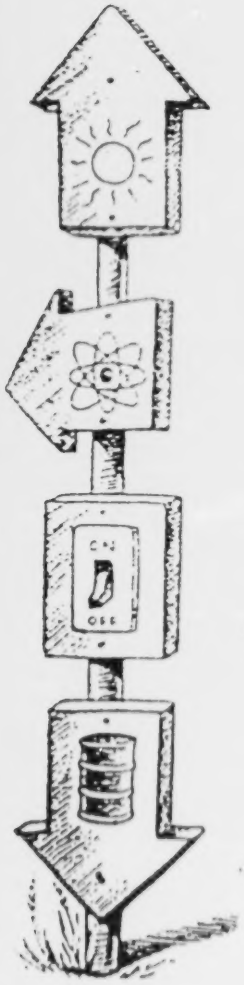


Learn the facts.
Learn how policy decisions get made.
Learn how to assess what risks you face.
Learn how to reach informed judgements about policy choices.
Learn how to make your voice heard.

In today's world everyone is affected by

ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY

MDC 120

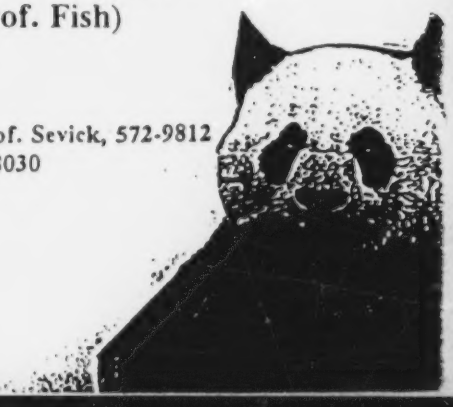


Is it ethical to alter human genes?
Should we allow governments to limit the number of children people can have?
Should we save endangered species even if it costs jobs?
Would you rather have a nuclear power plant or an oil-fired power plant in your county?
How will the "information highway" change our world?

This multidisciplinary course is offered for general elective credit. It is appropriate for Liberal Arts students and for students in technical and career programs.

FALL 1996

ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY
MDC 120 FA - MW 11:30 - 12:45 (Prof. Fish)



for more information call Prof. Schneider, 572-8004 or Prof. Sevick, 572-9812
or leave a message at the MDC office 572-8030

please do not litter

SGA APPROVED - SPRING 96

ARE YOU READY FOR THE GLOBAL CHALLENGE OF THE 21ST CENTURY?

Make yourself a citizen of the global world of business, communications and the arts, with

STUDIES IN WORLD CULTURES
MDC 110

COMPARE THREE CULTURES

Explore the legacies of literature, art, film, religion and politics in Latin American, Islamic and Asian cultures, through case studies of three societies. Learn about encounters between cultures and how they shape individual and national identity.

This multidisciplinary course has no prerequisite and may be taken by any student for general elective credit.

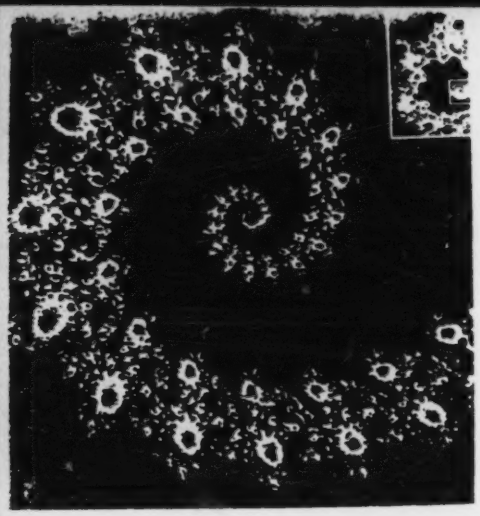
FALL 1996

MDC 110 DA - TF 10-11:15 (Prof. Marino)
MDC 110 KA - W 1-2:15, F 11:30-12:45 (Prof. Venkateswaran)

please do not litter

SGA APPROVED SPRING '96

for more information call Prof. Schneider 2-8004 or Prof. Sevick 2-9812



FALL 1996

MDC 130 Major Ideas in the Post-Modern World

Find out what's happening now!

**MDC 130 helps you understand the tremendous changes that have occurred in the last ten years in every field, in every country of the world,
and in every aspect of our lives**

This multidisciplinary course explores the connections between a variety of contemporary ideas.

Join our lively discussions of pop and performance art, CNN news and the INTERNET, geopolitics and McWorld economics, DNA, artificial intelligence, AIDS and other epidemics, and the implications for future life on the planet.

No Prerequisites

3 Transferable General Elective credits

MDC 130 MA TTh 2:30 - 3:45 (Prof. J. Giordano)
MDC 130 MA SATURDAY 9:00 - 11:50 (Prof. J. Giordano)

N

MDC: MULTIDISCIPLINARY COURSES

These courses transfer as core requirements to many four-year colleges

Fall 1996 Sections:

MDC 101 The Making of the Modern Mind I

This is a course about powerful ideas that transformed human attitudes and brought revolutionary changes in the Western world in the late 19th and early 20th centuries. Learn what scientists and social scientists think about evolution, human nature, and social conflict today. The ideas of Darwin, Marx, Freud, Einstein and others will be studied.

For General Elective Credit

MDC 101 BA TTh 8:30 - 9:45 (Prof. V. Konig)

MDC 101 CA (H) MTh 10:00 - 11:45 (Prof. A. Silverman)

MDC 101 JA TF 1:00 - 2:15 (Prof. R. Kramer)

MDC 101 LA MW 2:30- 3:45 (Prof. R. Lieber)

Evening MDC 101 BA (H) MW 7:00 - 8:20 (Prof. P. Devendittis)

MDC 102 The Making of the Modern Mind II

This course examines how powerful ideas transformed the world in the 20th Century, contributing to more global awareness, insights into psychology and human nature, and ideas of nature and reality. Contemporary life can be illuminated by studying the work of Picasso, Stravinsky, Kafka, Woolf, Baldwin, early film makers and Jazz musicians. Understand the roots of feminism, existentialism, science fiction, and the power of mass media.

MDC 102 AA (H) MW 8:30-9:45 (Prof. T. Bird)

MDC 102 EA W 10:00/F 8:30 (Prof. K. Dean)

MDC 102 HA MTh 1:00 - 2:15 (Prof. R. Nazareth)

For Humanities Credit in the AA Degree

N

MDC COURSES IN THE EVENING

Fall 1996

Good foundation courses for all majors!

Transfer as core requirements to many four-year colleges!

MDC 101 The Making of the Modern Mind I

This is a course about powerful ideas that transformed human attitudes and brought revolutionary changes in the world in the late 19th and early 20th centuries. Learn what scientists and social scientists think about evolution, human nature, and social conflict today.

Evening Section: MDC 101 BA MW 7:00 (Prof. Devendittis)

MDC 130 Major Ideas in the Post-Modern World

This course helps you understand the tremendous changes that have occurred in the last ten years in every field, in every country of the world, and in every aspect of our lives: performance art, Internet, geopolitics, DNA, AIDS and other epidemics, the future of life on the planet.

Saturday Section: MDC 130 MA 9:00 - 11:15 (Prof. J. Giordano)

NO PREREQUISITES FOR EITHER COURSE

General Elective Credit

MDC SPRING FESTIVAL

Tuesday March 2, 1993 Tower 11th Floor 11:30 to 1:00

Doyle McManus, co-author of *FLASHPOINTS: Promise and Peril in a New World*

On a Post- Cold War World: How do we know we're approaching a new era? Because the premises of the Modern Age are all either being challenged or replaced.

Tuesday March 9, 1993 Tower 11th Floor 11:30 to 1:00

Arthur C. Danto, Professor of Philosophy, Columbia University, Art Critic for *The Nation*, author of *The Philosophical Disenfranchisement of Art* and *Beyond the Brillo Box: The Visual Arts in Post-Historical Perspective.*

On Contemporary Art: You can be an abstractionist in the morning, a photorealist in the afternoon, a minimal minimalist in the evening. Or you can cut out paper dolls or do what you damned please. The age of pluralism is upon us. It does not matter any longer what you do.

Thursday April 29, 1993 "Q" Building 10:00 to 2:15

Celebrating Einstein's Space

Day-long celebration of Scientific and Humanistic Creativity

Featuring: **Ralph Davis**, Albion College, Michigan

on *Physics and Creativity*

Panel Discussions on Einstein and Modernism

Readings from Original Works of Fiction

Plan to bring your classes !!!

Copies of readings from McManus and Danto and excerpts from Art & Physics: Parallel Visions in Space, Time & Light by Leonard Shlain are avalailable. Call Joan Sevick x 7185

TO: MDC 101 and MDC 102 Teachers

From: Joan & Linda

Subject: MDC Students and the MDC Program

EINSTEIN'S TIME/ PICASSO'S SPACE

April 29, 1993 11th Floor Tower

On Thursday April 29, 1993 MDC teachers and students are celebrating the conclusion of one 3-year grant and the beginning of another 3-year grant by an all-day conference on science and creativity.

All MDC students, past or present, are invited to send in copies of their MDC papers (via their instructors) for selection for the MDC Student Panel. Selected students will read their papers and discuss their experiences in MDC classes.

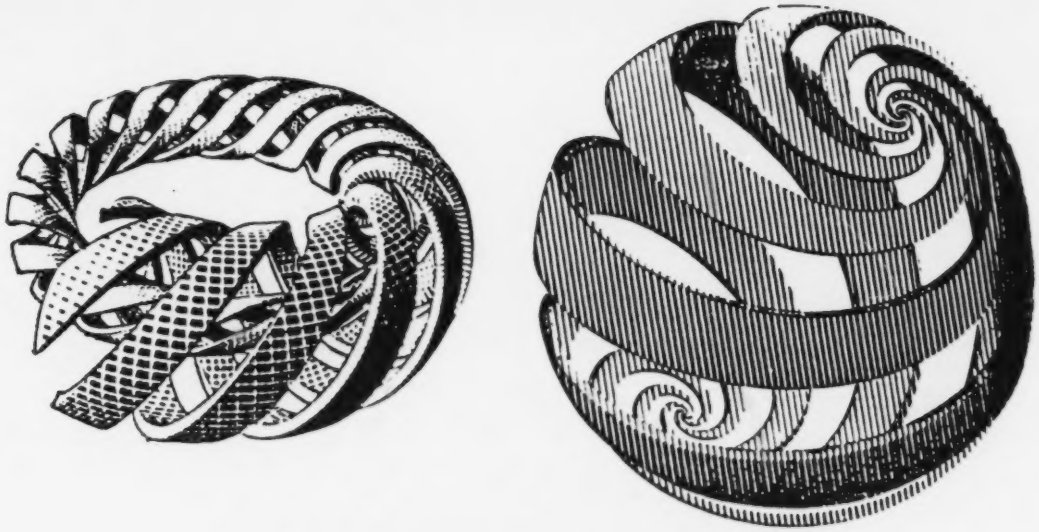
Send papers to: Joan Sevick, English Dept, by April 20th.

The celebration will also feature Ralph Davis, from Albion College, Michigan, speaking on Physics & Creativity.

NCC faculty will participate by reading from original works.

Copies of selections from *Art & Physics: Parallel Visions in Space, Time & Light* by Leonard Shlain and *Einstein's Space and Van Gogh's Sky* by Lawrence LeShan and Henry Margenau are available.

The celebration is supported by a grant from the NCC Foundation.



EINSTEIN'S TIME / PICASSO'S SPACE

A Celebration of Science and Creativity

and

Ending the NEH Grant, Beginning the NEH/FIPSE/NSF Grant

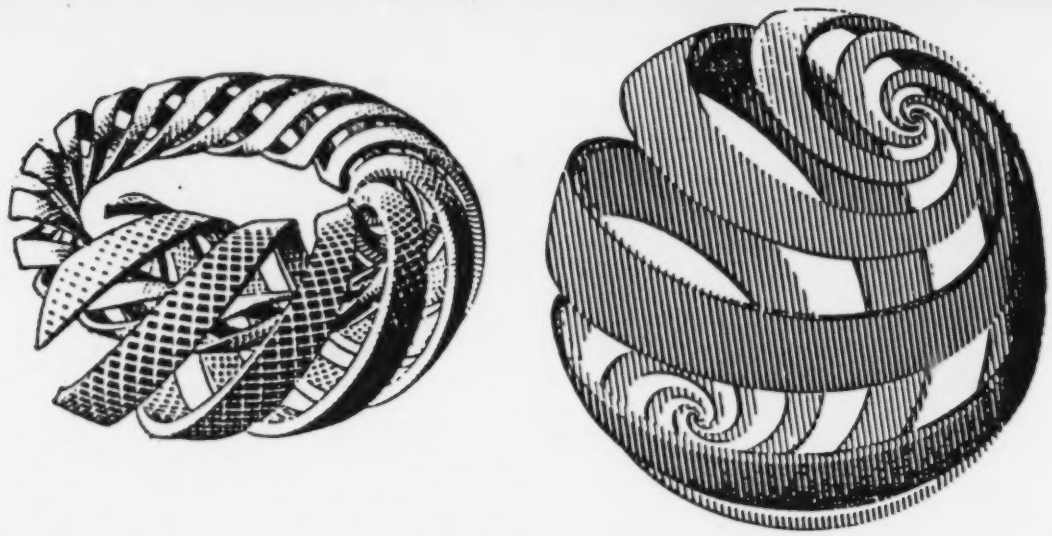
Thursday, April 29, 1993

11th Floor Tower, 10 AM to 3 PM

10:00 - 10:05	Welcome all Faculty & Students!
10: 05 - 10:45	BOB KARMON reading from his film Continuum
10-45 - 11:15	META PLOTNIK, "A Feeling for the Organism: Women, Science and Barbara McClintock"
11:15 - 11:45	Coffee and Snacks
11:45 - 1:00	Keynote Address: RALPH DAVIS, Prof. of Philosophy Albion College, Michigan "Contemporary Science and Post-modern Art"
1:00 - 2:15	MDC 101 and MDC 102 STUDENTS Read and Discuss Their Prize-Winning Essays

Sponsored by the MDC Faculty Seminars

Supported by a Grant from the NCC Foundation



EINSTEIN'S TIME / PICASSO'S SPACE

2nd Annual Celebration of Multidisciplinary Science and Creativity

SPONSORED BY MDC FACULTY & STUDENTS

Monday, April 25, 1994

11th Floor Tower, 11:30 AM to 2:30 PM

11:30 AM	Welcome Faculty & Students
11:45 AM	EVOLUTION FOLLIES by Richard Milner, Anthropologist, Senior Editor of *Natural History* Magazine
12:15 PM	GREGOR SAMSA VISITS DR. FREUD, an MDC 102 FA Production
	CHUCK, SIG & KARL TALK THINGS OVER, by MDC 101 MA
1:00 PM	MDC 101, MDC 102 and MDS STUDENTS Read and Discuss Their Prize-Winning Essays
1:45 PM	Refreshments

Please!!

All Students Are Invited, Faculty, Bring Your Classes.

2ND ANNUAL MDC STUDENT ESSAY CONTEST

RULES: Any paper written in any MDC course (MDC 101, MDC 102, MDC 110) may be submitted to the contest. The paper may be on any topic, and may be in any style or format. Winners will be judged on originality, interest, and grasp of multidisciplinary connections.

DEADLINE APRIL 15, 1994

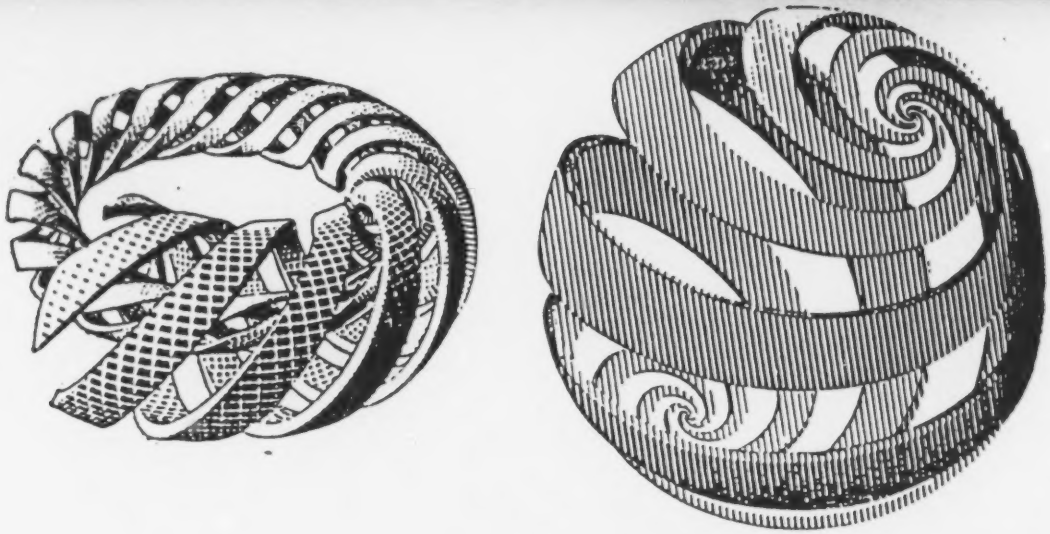
MDC Students (Past or Present)

You may enter the contest by submitting one or more of your best MDC papers to your MDC teacher.

MDC Teachers

Encourage your best writers to enter the contest. Send them to Joan Sevick or Anna Katsavos in the English Department by April 15th.

Contest Winners will read their essays at the April 25th Conference



EINSTEIN'S TIME / PICASSO'S SPACE

2nd Annual Celebration of Multidisciplinary Science and Creativity

SPONSORED BY MDC FACULTY & STUDENTS

Monday, April 25, 1994

11th Floor Tower, 11:30 AM to 2:30 PM

Second Annual Multidisciplinary Student Essay Contest

CHRISTOPHER KOESTNER, *ONE MAN AGAINST CREATIONISM*

ADEM KUPI, *THE INDIVIDUAL IN SOCIETY*

JENNIFER BASILE, *LETTERS TO ELIZABETH*

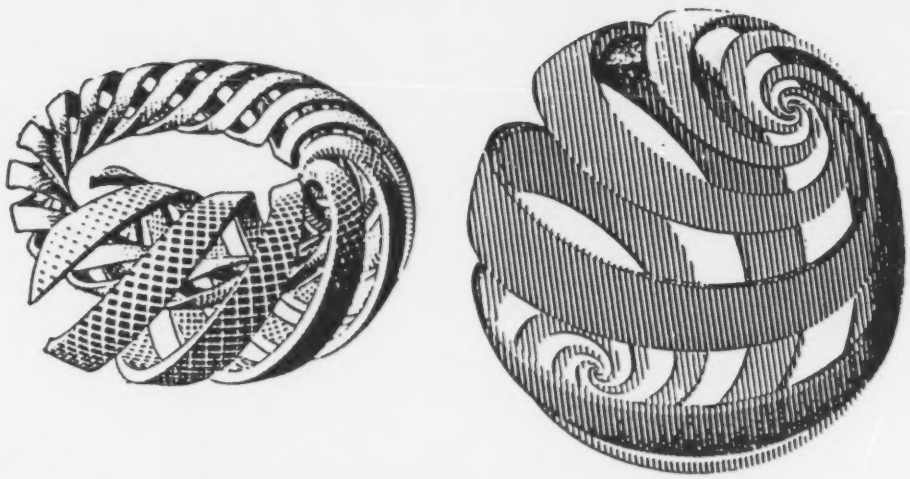
LOUIS SEEGER, *MDC 102 AND THE TWELVE STEPS*

KEVIN KALB, *DESCRIPTION OF A ROCK*

CHRIS DEMETRIOU, *JACK*

Honorable Mention

OWEN GOLDENBERG , *BEGIN AGAIN*
MEG OLIVIERI, *SIGMUND FREUD*
CHRISTINA PRIMOSCH, *ROCKS*
SHERYL WAGNER, *SEA TURTLES*



EINSTEIN'S TIME / PICASSO'S SPACE

3rd Annual Celebration of Multidisciplinary Science and Creativity

SPONSORED BY MDC FACULTY & STUDENTS

Thursday, April 27, 1995

11th Floor Tower, 10:00 AM to 12: 45 PM

10:00 AM	Welcome Faculty & Students
10:15 AM	CHARLES DARWIN & KARL MARX PLAY CHESS An MDC 101 BA Production
10:30 AM	FREUD & MARX REWRITE *PULP FICTION* An MDC 101 BA Production
10:45 AM	A POST-MODERN PANEL OF EXPERTS:

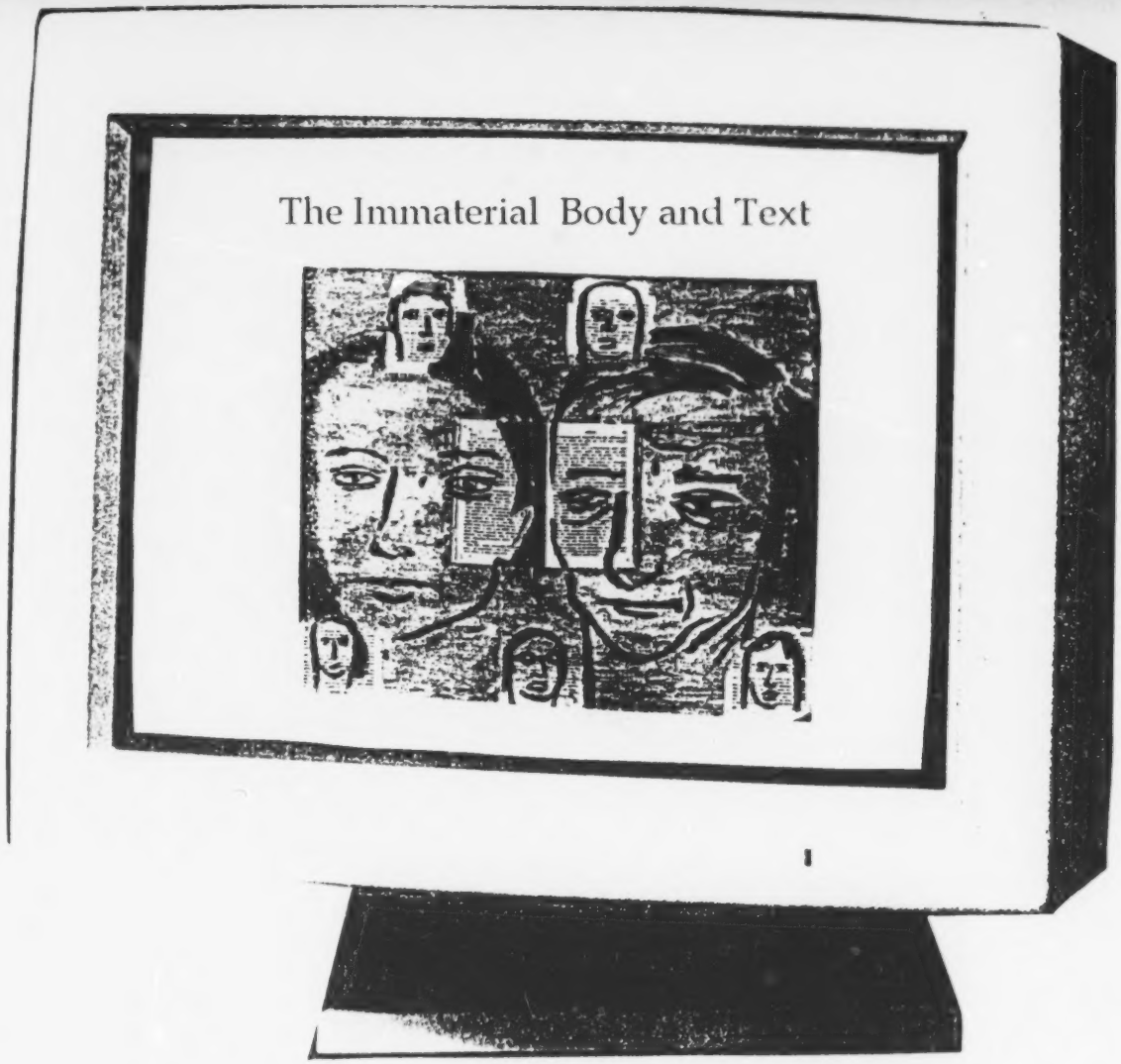
- Don Carlos Gennetti explains "The Human Genome Project"
- Roseanne describes post-modern middle class family life
- Vanessa Vampire illustrates the penetration of all boundaries
- M. Fuk Co explains how AIDS (and other things) killed art
- Ross Perow shows how "It's All That Simple"

(Questions from the audience will be entertained)

11:10 to 11:40 REFRESHMENTS

11:40 MDC STUDENTS Read and Discuss Their Prize-Winning Essays

All Students Are Invited. Faculty, Bring Your Classes.



N. Katherine Hayles

"Virtual Literature: Books That Live Inside Computers"

Monday, March 4, 1996 at 11:30

11th Floor Tower

All faculty and students invited

Sponsored by the MDC "Science and the Humanities Project"
Funded by NEH, NSF, and FIPSE

EINSTEIN'S TIME / PICASSO'S SPACE

A Celebration of Multidisciplinary Creativity

SPONSORED BY MDC FACULTY & STUDENTS

Wednesday, April 24, 1996

11th Floor Tower, 11:30 to 1:00

***Picasso at the Lapin Agile*, by Steve Martin**
Performed by NCC Students

4th Annual Multidisciplinary Student Essay Contest

DEBORAH CUNNIFFE, *From Darwin to Lucy*

PAT HUGGER, *Darwin and Paley*

CATALIN (John) JURIM, *Who Killed the Jews?*

BETH EPSTEIN, *These Kids Today*

Honorable Mention

Heidi Becker, Carol Damico, Sonia Jorge, Mary Alice Kearney, Tal M. Klein, Karina King MacDonald, Rose J. Miller, Christopher J. Millerick, JohnThompson, Erik Wenskus, Kathleen Wright

Refreshments

Learning Communities at Literacy Day

Our presentation today will made by the faculty and students from 2 learning communities:

Anna Katsavos (ENG) and Wayne Ramsey (SCI) will describe the learning community that they and Jeff Rosenfeld (SOC) have created. Their community combines courses in Astronomy (SCI 105), Literature (ENG 102) and Sociology (SOC 201). This community provides a supportive classroom climate for intellectual inquiry and seeks to introduce students the disciplinary nature of knowledge; the perspectives of science, social science and the humanities are contrasted.

Lem Coley and Myrna Skidell (RDG/BEP) along with Linda Schneider (SOC) will describe their current learning community for BEP graduates. This community combines remedial courses in Reading (001) and English (001) with a first course in Sociology (201). The goal of the community is to have these students use their skills more effectively courses in a credit bearing content course.

Learning Communities at NCC:

A learning community consists of a group of students who enroll together for 2 or 3 related courses. They are taught by 2 or 3 faculty who work together to provide a unified learning experience for the students.

Courses in a learning community build on each others strengths. A novel in a Literature class might illuminate the meaning of class or gender differences discussed in Sociology. A discussion of significance tests in a statistics course may unravel the meaning of topics discussed in a Psychology lecture.

Learning communities provide intellectual coherence and social support for the learning process. Communities relieve the isolation of teaching and learning. Faculty find stimulation from their colleagues, more attention from their students and help from one another in task of teaching their disciplines.

Most learning communities at NCC are designed around entry level and remedial courses, some combine more demanding courses. Our primary concern at NCC is to help students make the transition to college in a socially supportive and intellectually stimulating environment.

More Information about learning communities:

including faculty participation and enrolling students is available on the reverse side and from Arnold Silverman of the Sociology Department (2 7452, 2 7453).

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NCC LEARNING COMMUNITIES ON TV

AN 8 MINUTE INTRODUCTION TO STUDENT RESPONSE.

You are watching portions of a videotaped class meeting of an NCC learning community. At the end of the class meeting students were asked how participation a learning community facilitates their learning and class participation. Their responses take up the last 6 minutes of this 8 minute tape.

Normally each instructor teaches only his/her class. On a few occasions instructors elect to address their students jointly. This tape was made on one such occasion.

The learning community consists of students enrolled in Astronomy (Sci 105), English 102 and Introduction to Sociology (Soc 201); the instructors are Wayne Ramsey (Physical Science), Anna Katsavos (English) and Jeff Rosenfeld (Sociology).

The faculty of the learning community wishes to thank Joan Ziccardy, and the TV staff for helping tape and edit this material. Thanks are also due to Al Brecht and Helen Yianneris of the AV department for facilitating the presentation of this material today.

COMMUNITY COLLEGE TIMES

June 27, 1995 · The American Association of Community Colleges · Vol. VII, No.13

TIMESGUIDE

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On Mothering Your Students: Where to Draw the Line
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Class Roster
College's Book of Resumes Introduces Class of '95 to Employers
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Service With A Smile
At Recent Service Learning Events, Faculty Say the Service Method Works
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President Clinton Calls for Civility in Public Discourse
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Un-Disciplined

Breaking the Walls Between Academic Disciplines is Good for Everyone

By Kara J. Cvancara

As Hilton Abbott likes to say, "You can create glorious junk on a computer."

Technological know-how, without the addition of artistic sensibilities reminds Abbott, a physics professor at Springfield Technical Community College, MA, of the garbage in/garbage out axiom.

"If you don't have cultural and aesthetic sense, you can create glorious junk on a computer. It may be technically spiffy, but it's ugly," he said.

That's what led Abbott and STCC art professor Lawrence Slezak to create a new academic program to teach students to marry the technological know-how with an artistic sense.

The arts and technology department was born out of the pair's frustration with what they saw as a nearly unbreakable barrier between

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Lab That Built Atom Bomb Shifts Gears to Fill New Education Role
Page 8

Burger Bonanza
Sale of Donated Burger Joint Nets Washington College $400,000
Page 10

Although some students in career track or technology programs did take some humanities on their way to a degree, many of the general education students never had a chance to take technological courses or to use the campus's latest computer equipment.

"A lot of students are fed up with the rigid curriculum requirements of a single discipline, and are looking for the ability to mix and match courses more freely, with what they see as their potential needs," said Slezak.

Students aren't the only people who need this kind of cross-disciplinary approach. Many of society's modern problems require an increasingly interdisciplinary approach.

Problems of the environment, of biomedical research and of economics aren't just problems for "hard" scientists. They are problems for philosophers, ethicists, historians and sociologists too.

Community colleges, like other institutions of higher education, are addressing those issues with a growing number of programs which educate cross-disciplinary graduates.

As Roberta Matthews, a pioneer in this area who taught her first interdisciplinary course in 1979, says, life is not disciplinary.

Matthews is the associate dean for academic affairs at LaGuardia Community College, Long Island City, NY, an author and an advocate for interdisciplinary styles of teaching. Although there are several variations under the umbrella of "interdisciplinary" (depending on whether a single course is team taught or whether distinct courses are paired but taught by several faculty members), the goal is the same: to broaden a student's perspective by exposing the student to different styles of thinking and learning.

This self portrait, by Springfield Technical Community College student Dulce D. Pedro, was created in the STCC Experimental Imaging class, an interdisciplinary course in which students learn to integrate computer know-how with art.

Learning communities, a phrase Matthews likes to use to describe the interdisciplinary model, are catching on in two-year colleges because they are ideal for mainstreaming remedial students as well as for making liberal arts classes relevant and for broadening technical career training coursework.

"Skills courses are often taught in a vacuum. If learning communities are done well, (students) immediately apply what they learn," Matthews said.

Breaking barriers between disciplines also fits perfectly within the community college mission, said STCC President Andrew M. Scibelli. It prepares them for responsible citizenship.

"The college assists individuals to develop the capacity for critical thinking, the ability to communicate effectively, an appreciation of the arts, sciences and humanities, and an understanding of the technological nature of modern society," he said.

A Stellar Showing

An on-going National Science Foundation and National Endowment for the Humanities grant program in particular is helping community colleges set up new interdisciplinary programs. "Science and Humanities: Integrating Undergraduate Education," is now in its fourth year of funding. Along with the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) program, the agencies have awarded 38 grants totalling $4.4 million. The 1995 round of

This untitled work was created by Springfield student Gregory Hiedjadlik.

Continued on Page 12

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Disciplines

Continued from Page 1

grant winners, who will receive a total of $1.5 million toward interdisciplinary projects, will be announced in July. (The Department of Education is no longer a grant partner.)

Four community colleges have received grants in the last three years.

"Given that this is a project that funds relatively few (institutions)," said Susan Greenstein, assistant director for integrated projects, at NEH's Division of Educational Programs, "we consider this to be a stellar showing for community colleges."

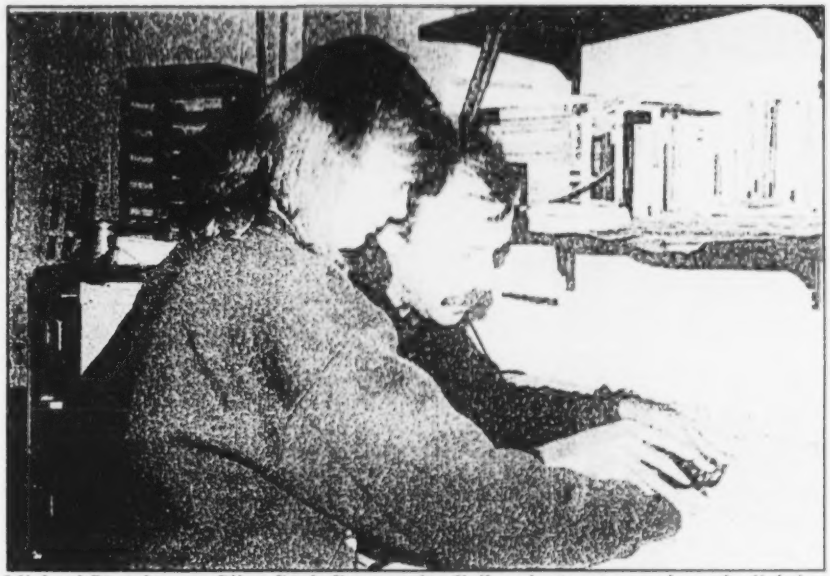
The goal of the program is to support projects that will lead to new or revised courses or curriculum that substantively integrate materials across the curricula, Greenstein said.

The program provides an "opportunity to understand the ways in which the disciplines are linked and connected," she said. "There are certain problems that can certainly be best understood by taking a cross-disciplinary approach. Many real world problems require a multidisciplinary approach to understand them, not even to solve them."

"The problems that society faces are truly interdisciplinary," said NSF's Herbert Levitan, section head for course and curriculum development program, in the Division of Undergraduate Education. "They don't come as physics problems only. We feel that's important not only for people who will be scientists and engineers, but also for ordinary citizens."

When NSF began its grant program in 1992, interdisciplinary programs were uncommon, Levitan said. Today, they continue to generate lots of interest in the academic community. That's not only because of the obvious value to students, but because of the value to faculty.

"Faculty often are isolated in their own disciplines, and they see it as an opportunity for growth," he said. "It's a nice opportunity for faculty to learn from each other."



Michael Stansbery, a Pikes Peak Community College instructor, reviews the lighting plot for a recent theater production, "The Trip to Bountiful" with student Diane Cavey.

Through the current NSF/NEH grant, faculty can participate in four- to six-week summer institutes where they learn from faculty experienced in interdisciplinary models.

Without the grant money, it is difficult for colleges and universities to put together an integrated curriculum, Greenstein said. It takes time to plan the courses and get the necessary faculty and administrative cooperation.

"It is difficult for colleges and universities to do without at least a one-time infusion of money," she said. And programs don't come together in just one or two years.

Still, the grant money Nassau Community College in Garden City, NY, received has served as a catalyst for a lot of changes, said Linda Schneider, professor of sociology and project director.

Nassau was one of nine colleges selected during the first grant year. Through the grant, the college has set up learning communities, clusters of courses taken by the same students at the same time. One cluster, called "Space Odyssey," explored outer space, inner space and social space through astronomy, English composition and sociology courses.

Part of the goal of the course was to look at how disciplines differ and to look at ways to bring them together. The course clusters help liberal arts students who are often floating around taking courses randomly, she said.

"Our community college students need some help understanding what disciplines are about and what they're for," Schneider said. "If the psychology instructors tells a student something that contradicts what the sociology instructor told him, the student thinks someone's wrong."

Of course, that's not necessarily the case, she said. It's all in the point of view.

Schneider sees the move toward interdisciplinary courses responding in part to changes at the four-year level and beyond.

"It is a need that's coming down from even professional education. Medical schools say doctors are too narrowly trained. They need to know about ethical issues," she said.

The workforce too is demanding increasing interdisciplinary workers. At Pikes Peak Community College, a new theater technology program set to begin in the fall will train students to go directly to jobs as the behind-the-scenes professionals who create sets, costumes, control lighting and cameras.

The associate of applied science degree has an emphasis on carpentry, said Michael Stansbery, performing arts department chair at PPCC in Colorado Springs, CO. But there is a lot of chemistry, physics and mathematics taught in the courses as well, giving student background they will apply in mixing paints, determining power requirements and calculating lighting temperatures.

"It is definitely science and its the arts," Stansbery said.

Although theater technology is a field as old as theater ("Ever since someone grabbed the skin of an animal and threw in on top of them we've had tech theater," Stansbery says.), the program is new. As far as he knows, there are only three or four other programs in the country.

Theater technology is a growing field, he said. Although students will be prepared to pursue additional degrees after completing the technology degree, they will also be ready to go to work--more prepared than someone with a four-year degree who typically receives little hands-on experience.

"You have to get a master's of fine arts in design to pick up some of the kinds of things they get in our course," he said. "(Our students) won't be designers. They'll know just enough to be dangerous."

451-4351.

At the eastern campus in Riverhead, a student art show will open in the Peconic Gallery, Dec. 14 through Feb. 12. The hours are 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5 p.m. on Friday, and 9 a.m. to 1 p.m. on Saturday. For more information, call 548-2578.

C.W. POST CAMPUS

Arts and Crafts Fair Set

An arts and crafts fair featuring 80 exhibitors will be held at the C.W. Post Campus of Long Island University from 11 a.m. to 6 p.m. next Saturday and Sunday in Hillwood Commons.

General admission is $3.50, $1.50 for senior citizens and students, and free for children under 12. The event is sponsored by the student activities office and all proceeds will benefit student organizations. For information, call 299-2334.

NASSAU COMMUNITY COLLEGE

Nearly $185,000 Granted

Nassau Community College recently received a three-year grant of nearly $185,000 for multidisciplinary faculty seminars to begin next spring. The sessions will be used to develop new courses.

Of 102 proposals, Nassau was one of only nine colleges in the country — and the only community college — to be funded by Projects in Sciences and Humanities, awarded jointly by three agencies. They are National Endowment for the Humanities, the National Science Foundation, and the Fund for the Improvement of Post-Secondary Education. Joan Sevick, English; Linda Schneider, sociology, and John Remo, physical science, represent the three areas as codirectors of the grant for Nassau Community College.

The courses in line for consideration are "World Cultures," "Major Ideas in the Post-Modern World" and "Issues in Science and Society."

HOFSTRA UNIVERSITY

Award Earns Computer

A New York Telephone Excellence in Education Award given to Hofstra University will be used to acquire hardware and software for learning-disabled students. The $17,550 will purchase a computer that reads aloud words as the student types them on its screen. Project director Ignacio Gotz says the technology is ideal for students who have difficulty with visual material and need auditory input.

NOTEBOOK

Amityville High Gets Conflict Mediators

After completing 25 hours of training during the summer and fall, 12 students and nine faculty members from **Amityville Memorial High School** were sworn in as conflict mediators by Suffolk County District Court Judge Daniel Laughlin at the Nov. 17 board of education meeting. He commented that discussing problems may have prevented disputes from reaching his courtroom.

Conflict mediators at the school will be working in teams of two under the supervision of a faculty mediator. Students will help their peers arrive at mutually agreed upon resolutions that will be established in writing.

The students are Amber Arvon, Hugh Blenman, Nelson Chu, Natalie Dixon, Gregory Espinosa, Angela Isabell, Tecoa Isabell, Sue Lin Nurse, Paulette Priestly, Karen Renard, Dennis Richardson and Naima Robinson.

Faculty mediators who will supervise students include coordinator Anthony Chiarello, Thomas Barry, Margery Cohen, Lynn Glucksman, Alvin Ingram, Jesse Johnson, Iris Leake, E. Magalene McClarrin and Patricia Rickenbacker.

The program was brought to Amityville by Glenn E. Mehrtens, director of guidance, in cooperation with Susan Carpenter, executive director of the Community Mediation Center in Hauppauge and funded by the Town of Babylon and the New York State Office of Court Administration.

COMING UP

BOARD MEETINGS: The **Amityville** board of education will meet at 8:30 p.m. Tuesday in the auditorium of the Park Avenue School.

The **Farmingdale** board of education will meet at 8 p.m. Wednesday in the Howitt auditorium.

HOLIDAY FAIR: The **Amityville** Parents Association will host a holiday fair from 10 a.m. to 4 p.m. Saturday in the cafeteria of the high school on Merrick Road. There will be a children's shopping corner where parent volunteers will help children choose gifts for their families for as little as 25 cents.

PORTFOLIO REVIEW: The **Nassau BOCES Cultural Arts Center** will host a portfolio clinic from 2:30 p.m. to 4 p.m. Wednesday at the center on Cold Spring Road in Syosset. Admission is free and is open to all Long Island college-bound high school art students. Representatives from Pratt Institute will review and critique student portfolios. For directions and details, call Ava Favara, principal of the center, at 364-1177 between 8 a.m. and 4 p.m.

ACHIEVERS

SCHOLARS: Six **Massapequa High School** seniors recently were named advanced placement scholars by the College Board in recognition of their achievement on the college-level advanced placement examinations. They are Adam Blau, Matthew Ehrenworth, James Jamilkowski, Gerard Lavin, Michael Carlin and Michael Lopresti. Only about 11 percent of the 388,000 students who took advanced placement examinations in May received such recognition.

ALL-STATE WINNERS: Fourteen **Massapequa High School** musicians were selected to perform at the New York State Schools Music Association conference, held Nov. 29-Dec. 2 at the Concord Hotel at Kiamesha Lake. They are Shelagh Abate, Adam Blau, Daniel Blau, Andrew Bove, Brian Greeff, Kimberly Griffiths, Craig Harris, Todd Kipnis, Deborah Lifton, Dominique McCormick, Lauren McGoey, Karen Pfister, Sandra Smoller and Melinda Velez.

FOOTNOTES

WINTER CONCERTS: The **Amityville** school district has planned its holiday concerts. The students and staff of the Edmund W. Miles Middle School will present a concert at 7:30 p.m. Dec. 16 in the auditorium of the high school on Merrick Road. The students and staff of the high school will present a winter concert at 7:30 p.m. on Dec. 17 in the school's auditorium. For further information, call Gwendolyn J. Carroll, director of music, art and cultural arts at 691-7900, ext. 296. Traditional, classical, popular and seasonal music will be featured at both concerts. Admission is free. The programs will be dedicated to the memory of longtime music educator Gerry Kaplan.

Please send material about achievers, special school news, meeting dates and photo opportunities at least two weeks in advance to Jayme Caparell Wolfson, Newsday Education Page, 235 Pinelawn Rd., Melville, NY 11747-4250; or call 843-4089. The fax is 843-2953.

NEWSDAY, SUNDAY, DECEMBER 6, 1992

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EVALUATION REPORT

NASSAU COMMUNITY COLLEGE

Integrating the Sciences and Humanities in a Community College Liberal Arts Curriculum
Project Directors: Dr. Linda Schneider and Dr. Joan Sevick

Outside FIPSE Evaluator: Dr. Rosemary Wolfe

SUMMARY

As the outside evaluator for the Fund for the Innovation of Postsecondary Education (FIPSE), I visited Nassau Community College on March 8 and 9, 1995 to observe grant funded activities, meet with grant personnel, study grant documents, and prepare an evaluative report identifying the program's strengths with recommendations for advancing the program's concepts.

The project involves: (1) the development of multidisciplinary general education courses that integrate major concepts in the sciences with representative views from the humanities through a global approach to teaching and learning; (2) the implementation of learning communities, a teaming of two to three courses across the science and humanities disciplines in a collaborative connection of subject material; and (3) faculty seminars training instructors in course development and in active learning strategies that promote the integration of science and humanities across disciplines through the multidisciplinary courses and the learning communities. Throughout each component, the infusion of diversity and global awareness rather than a focus that is solely Western in scope became an integral part of the curriculum.

Multidisciplinary Courses

The multidisciplinary courses developed through the project were designed to integrate science and the humanities as well as introduce students to cultural and intellectual issues across disciplines. The project has successfully developed and implemented training for general education multidisciplinary courses that include courses in World Cultures; Major Ideas in the Post-Modern World; Issues in Science, Technology and Society; and, Major Ideas in the Post-Modern World. Application for membership in the faculty seminars is open to all full-time faculty and seminars are offered on a rotating basis for faculty who wish to prepare to teach the multidisciplinary courses. Faculty in almost every division of the college have participated in training to teach at least one of these courses. Seminars meet once a week through a semester for three hours and faculty receive three hours released time to participate in the training seminars through grant funds; however, several additional faculty have participated without released time.

Faculty Training Seminars for Multidisciplinary Courses

I observed several multidisciplinary faculty seminars in which faculty were being trained to not only design but also create lessons and strategies to be used in the classroom. In both MDC 110, Studies in World Cultures, and MDC 130, Major Ideas in the Postmodern World, the project directors led lively discussions and planning sessions involving faculty across such disciplines as

marketing, English, foreign language, mathematics, and science. The experience of the faculty also ranged from those who had already participated in teaching a multidisciplinary course in another subject and those who had never taught one before. The healthy mix of collegiality and sharing of ideas of experiences often led to peer training.

All members of the seminar were extraordinarily well-prepared and organized. Not only had the seminar leader researched and collected hundreds of pages of articles and book excerpts but had also prepared assignments for the faculty participants, discussion points that could be used in teaching the course, and questions about each topic to use in clarifying and expanding ideas during the seminar. Each faculty member participating in the seminar had not only completed a ream of reading assignments but had also researched additional articles which were brought to the group for additional analysis and comment. Model lesson plans were prepared, implemented, and revised for use in teaching the course. The extensive planning of topics and readings was extraordinary.

The planning continued to be dynamic as topics were reorganized and articles were replaced with others. Issues and ideas spanned the overall theme and easily connected the ideas of both the sciences and the humanities. At times, the revelations of the commonalities as well as the obvious differences provoked exciting dialogues among colleagues. Faculty eagerly participated in analytical applications of theory to the course they were planning to teach, and learned to view their own discipline in the

context of the arts and sciences as a whole.

Overall, the seminars were well planned and organized, giving faculty across content areas the opportunity to collaborate and to revitalize interest in teaching. The courses successfully planned to include interactive strategies to involve students in thinking about and applying concepts. In addition, the course planning infused the curriculum with the connection of global implications to the ideas students would learn.

Later in my visit, I had the opportunity to attend and observe an actual class in session this semester, an MDC 110 course, Studies in World Cultures. The professor had already participated in and completed the faculty training seminar in a previous semester. As this professor led students in a discussion of Egyptian and Islamic culture, the influence of science and mathematics on the religious traditions became apparent. In small groups, students continued the discussion of characterization in a short story that led them to applications of the author's symbolism to Egypt. Student discussions were lively and coherent, with all obviously interested and thinking about applications and connections that the professor had introduced. In an assignment, many students produced creative and insightful representations of their solutions to the problem posed by the instructor. Overall, students showed understanding of the cultures as well as of the historical, religious, and scientific influences.

An interesting note: when I asked the professor which academic department she is connected to, she responded that she was MDC

trained and is an MDC instructor. All instructors in the program seem to have successfully integrated the ideas across disciplines into the course they teach - so that, indeed, the course **is** multidisciplinary, not a course taught by a science or English professor but issues and problems inclusively integrating the arts and sciences as a whole - a credit to the trainers.

Learning Communities

Maintaining the theme of connecting the arts and sciences and helping students see the connections in applications and problem-solving across disciplines and subject matter, the learning communities bring together faculty across three content areas to work as a team in a multidisciplinary general education approach. The Learning Communities link two to three courses through faculty training and subsequent collegial planning to introduce students to connections and comparisons of the methodology and language across the course disciplines.

This concept of learning communities requires a group of approximately twenty students to enroll in two to three courses together. The courses may include such subjects as astronomy, English composition, and psychology to link science, social science, and humanities concepts. Faculty teach this group of students in separate courses; however, faculty work together by meeting regularly and creating links between the courses.

The logistics of course registration and the scheduling of courses in learning communities in the same building not only

facilitate student interaction but also facilitates faculty connections. Faculty can more easily meet to exchange ideas, assignments, comments, etc. Scheduling classes back to back also provides the opportunity for occasional team taught double sessions and participation of all instructors. In addition, students participate in at least two activities during the semester that bring together students and the participating instructors outside the classroom.

Faculty Training and Follow-Up

Through training workshops, faculty design themes to connect courses across disciplines and work together to complement each other's syllabus and assignments. Throughout the semester when faculty members are involved in teaching the courses, they meet regularly to discuss revisions, common student concerns, and additional applications across theory.

In meeting with faculty involved in teaching in Learning Communities, many commented on the concept as a stimulating intellectual and social connection to colleagues that had brought them opportunities to enhance their own teaching. Each had developed a renewed appreciation of a colleague's discipline as well as an affinity for methods and strategies successful with students. The focused opportunity to exchange academic ideas and connect socially with fellow faculty members was unique in their college experience - unlike the usual connection of working

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together as college-wide committee members.

Several successful learning community themes developed through the seminars include: Statistics and Society, which teams a sociology course and a mathematics course; Psychology of Art and Literature, which teams English 102, Art 100, and a psychology course; Biology and Society, which teams English 102 and Biology 101; Oceanology Cluster, which teams a biology course, an English course on the modern American novel, and a philosophy course; Astronomy Cluster, which teams an astronomy course with introduction to sociology and English composition; and World Cultures Cluster, which teams the multidisciplinary World Cultures course with English composition.

Through training in active learning and teaching strategies, faculty develop common materials and learning strategies that incorporate activities and assignments into the course structures. The focus is to involve students in synthesizing ideas with each other and with instructors. In addition, faculty learn to appreciate the differences and similarities across their academic disciplines and help students examine the same subject-matter from the perspectives of three different disciplines, e.g., a science fiction story from the perspective of English, Sociology and Astronomy. Critical thinking and application of ideas becomes an integral part of each course as faculty involve students in questioning and supporting ideas.

Faculty involved in the project report excitement and renewed enthusiasm for their courses. The exchange of ideas among

colleagues and the development of a common bond of working with the same students created new approaches to teaching in their own disciplines. Faculty reported that students more easily worked in cooperative groups to solve problems and more readily took risks in asking questions and proposing ideas and solutions. Among students, the sense of community also seemed to promote study connections and subsequent success in coursework.

Additional Applications of the Learning Communities Concept

The concept of connecting faculty and students in learning communities has branched out to include additional concepts being tested at the college. The concept of Freshman Pairs connects first semester students enrolled in an introductory mathematics or an English composition course with an introductory content area course, e.g., English and History, Math and Psychology, English and Accounting. The pairing of students in a course teaching a specific skill in writing or mathematics with a content area course emphasizes the relationship between the learning the skills and learning the content. In addition, it establishes a community for academic and social support for entering freshmen. Another concept, the Transitional Clusters, would offer a bridge to students making the transition from remedial programs to credit bearing courses. The concept behind the transitional clusters promotes the idea that remedial and credit bearing courses in clusters can facilitate the transfer of learning strategies from remedial to substantive courses, and again provide an academic and social support for

students. The ripple effect of the success of the Learning Communities has also connected to the Multidisciplinary Courses, by creating connections of these courses to related areas.

The success of the concept of connecting faculty and students in learning communities continues to grow and to attract the interest and enthusiasm of both faculty and students at the college.

S

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

April 30, 1993

Linda Schneider
Department of Sociology
Nassau Community College
Garden City, New York 11530

Dear ~~Professor Schneider~~ Linda:

I want to thank you and your colleagues in the NEH, FIPSE, NSF-supported "Education for the 21st Century" project for a stimulating and interesting site visit last week. Deborah Coon and I very much appreciated your willingness to arrange our visit on short notice, and also the readiness of Dr. Fanelli, John Ostling, and William Atkins to make room in their crowded schedules to meet with us.

The enthusiasm of faculty for the work you are engaged in was certainly palpable, both in informal discussion and in the seminars. The day's agenda for the Major Ideas in the Postmodern World seminar, which included faculty presentations on Women's Studies, the literature of India, and current theories of genetic Darwinism, was testimony to the strong interest in cross-disciplinary studies. I thoroughly enjoyed the chance to listen and learn and to meet Joan Sevick. Deborah has filled me in on the work of the World Cultures session, which apparently was equally engaging.

I was also impressed by the success of the recently completed NEH-funded project, as attested to by both students and faculty. The good collegial and intellectual relationships forged in that project bode well for the future of the current effort. The congenial meeting space for faculty seminars was concrete evidence of administrative support; I trust that down the road you will also get the much-needed space dedicated to the new program.

Deborah and I look forward to having you join us in a few weeks to review this year's submissions to the Leadership Opportunity in Science and Humanities Education competition. Perhaps we can find some time to talk further about the project over lunch. We did have some questions about how the sciences would be integrated into some of the new courses, and are eager to hear your comments.

Please give our special thanks to Professor Katsavos for the chance to meet with her students, despite the tight schedule.

With best regards.

Sincerely,

Susan Greenstein
Program Officer
Division of Education Programs

cc: Deborah Coon
Judith Jeffrey-Howard

EVALUATION REPORT

NASSAU COMMUNITY COLLEGE

INTEGRATING THE SCIENCES AND HUMANITIES IN A COMMUNITY COLLEGE LIBERAL ARTS CURRICULUM

Project Directors: Dr. Linda Schneider and Dr. Joan Sevick

FIPSE EVALUATOR: Dr. Rosemary Wolfe

March 20, 1995

MDC 110 GOALS EVALUATION

Following is a list of the General and Specific Objectives of MDC 110. Please help us find out how effectively the course has achieved its goals by rating each objective.

1. Please indicate how <u>important</u> you think each goal is. Give it a 3 for very important, a 2 for important, or a 1 for minimally important.

2. Please indicate how <u>effective</u> the course has been in achieving its goals. Rate it 3 for very effective; 2 for effective; 1 for ineffective.

	How important			How effective		
1. To become acquainted with the diversity of world cultures	3	2	1	3	2	1
2. To understand that there have been many great non-European civilizations	3	2	1	3	2	1
3. To learn that cultures interact and to learn about some important encounters between cultures	3	2	1	3	2	1
4. To become acquainted with legacies of arts, literature, religion and technology in a variety of world cultures	3	2	1	3	2	1
5. To discover the common human legacies shared with other peoples	3	2	1	3	2	1
After taking this course, students should be able to:						
6. Discuss several works of literature as expressions of each of the three cultures studied	3	2	1	3	2	1
7. Discuss works of art, architecture and film for the three cultures studied	3	2	1	3	2	1
8. Understand the fundamental religious beliefs of each of the three cultures	3	2	1	3	2	1
9. Describe the physical environment in which each culture developed and how it shaped social and cultural life	3	2	1	3	2	1

	How important?			How effective		
10. Understand how encounters with other cultures have shaped the arts, politics and technology in each culture studied	3	2	1	3	2	1
Taking the course should help students to:						
11. Develop the ability to decipher the meaning of important texts	3	2	1	3	2	1
12. Develop the ability to understand abstract concepts	3	2	1	3	2	1
13. Develop skill in reasoning that relates concrete cases to abstract concepts	3	2	1	3	2	1
14. Develop the ability to think critically: to frame questions, form opinions, use evidence, analyze and evaluate ideas and theories	3	2	1	3	2	1
15. Develop the ability to find connections between ideas and information learned in various disciplines	3	2	1	3	2	1

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MDC 110

MDC STUDENT COURSE EVALUATION

Course number and title ----------

Instructor: ----------

Semester/Year: ----------

Number of hours per week you spend preparing for the course: _____

In each of the five sections below answer the first set of questions by circling the appropriate number from 1-5 that best agrees with your response to the question. Finish each section by answering any additional question(s) in a thoughtful paragraph.

1. Organization and Planning	Strongly Agree				Strongly Disagree
The course has been adequately planned in an orderly manner.	5	4	3	2	1
Course objectives have been outlined and explained in clear and understandable fashion	5	4	3	2	1

2. Methods and Style of Presentation					
Lectures were presented in a clear and effective manner.	5	4	3	2	1
Visual aids used in this class were informative, interesting and relevant.	5	4	3	2	1
Guest lecturers enhanced your understanding and made you aware of different ways of viewing the course material.	5	4	3	2	1

If audio-visual presentations were used, how well did they complement or better explain/illustrate course content? Please give specific examples.

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Learning Environment	Strongly Agree				Strongly Disagree
The instructor was actively helpful and genuinely concerned with your progress	5	4	3	2	1
The instructor was able to elicit productive, stimulating classroom discussion.	5	4	3	2	1
This course has encouraged critical thinking and analysis.	5	4	3	2	1

In what ways has this course encouraged critical thinking and analysis?

Assignments, Feedback and Grading					
Exams, papers and written homework assignments have been designed to reflect and utilize the course material.	5	4	3	2	1
Exams, papers and written homework have been carefully reviewed and fairly judged.	5	4	3	2	1
Exams, papers and written homework have been designed to encourage critical thinking and writing.	5	4	3	2	1
Exams, papers and written homework gave you opportunities to develop your own original ideas.	5	4	3	2	1

What types of assignments were most successful? Which were not?

Multidisciplinary Approach	Strongly Agree				Strongly Disagree
This course helped me see connections between works of art, architecture and literature.	5	4	3	2	1
This course helped me explore connections between the environment, politics, religion, technology and the arts in three diverse cultures.	5	4	3	2	1
This course helped me see interconnections and/or contrasts between various disciplines	5	4	3	2	1
This course helped me to become interested in disciplines I had not studied before	5	4	3	2	1

Which multidisciplinary connections were made most effectively in this course?

Overall Evaluation - Please use this opportunity to share with your instructor your overall assessment of the course.

You may want to comment on:

- whether you have gained any new insights through the multi-disciplinary approach.
- whether the course was a challenging intellectual experience.
- suggestions for improving the content, presentation, resources and assignments of the course.
- whether you would recommend it to others and why.

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MDC 120 GOALS EVALUATION

Following is a list of the General and Specific Objectives of MDC 120. Please help us find out how effectively the course has achieved its goals by rating each objective.

1. Please indicate how <u>important</u> you think each goal is. Give it a 3 for very important; a 2 for important; or a 1 for minimally important.

2. Please indicate how <u>effective</u> the course has been in achieving its goals. Rate it 3 for very effective, 2 for effective, 1 for ineffective.

	How important			How effective		
1. To learn about the interactions of science, technology and society (STS).	3	2	1	3	2	1
2. To study specific issues in which science, technology and society intersect in many parts of the world.	3	2	1	3	2	1
3. To understand the ethical, environmental, social, economic and political context of STS issues.	3	2	1	3	2	1
After taking this course, students should be able to:						
6. Analyze four issues that involve the STS intersection.	3	2	1	3	2	1
7. Identify and be able to explain ethical issues in STS controversies.	3	2	1	3	2	1
8. Describe the impact of a new technology on social institutions.	3	2	1	3	2	1
9. Describe how social institutions shape the development and use of new science and technology	3	2	1	3	2	1
10. Describe the process of public policy formation in the U.S., as it pertains to STS issues	3	2	1	3	2	1

	How important?			How effective		
11. Research an STS issue and identify alternatives for public policy on that issue	3	2	1	3	2	1
Taking the course should help students to:						
11. Develop the ability to communicate effectively about STS issues	3	2	1	3	2	1
12. Develop the ability to think critically: to frame questions, form opinions, use evidence, analyze and evaluate ideas and theories.	3	2	1	3	2	1
13. Develop the ability to make informed judgments about STS issues	3	2	1	3	2	1
14. Develop the ability to collect and interpret information on STS issues as a way of sustaining lifelong learning.	3	2	1	3	2	1
15. Develop a critical appreciation for the value of science and technology	3	2	1	3	2	1
16. Understand the importance of effective citizenship.	3	2	1	3	2	1

MDC 120

MDC STUDENT COURSE EVALUATION

Course number and title ----------

Instructor: ----------

Semester/Year: ----------

Number of hours per week you spend preparing for the course: _____

In each of the five sections below answer the first set of questions by circling the appropriate number from 1-5 that best agrees with your response to the question. Finish each section by answering any additional question(s) in a thoughtful paragraph.

1. Organization and Planning	Strongly Agree				Strongly Disagree
The course has been adequately planned in an orderly manner.	5	4	3	2	1
Course objectives have been outlined and explained in a clear and understandable fashion	5	4	3	2	1

2. Methods and Style of Presentation					
Lectures were presented in a clear and effective manner.	5	4	3	2	1
Visual aids used in this class were informative, interesting and relevant.	5	4	3	2	1
Guest lecturers enhanced your understanding and made you aware of different ways of viewing the course material.	5	4	3	2	1

If audio-visual presentations were used, how well did they complement or better explain/illustrate course content? Please give specific examples.

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Learning Environment	Strongly Agree				Strongly Disagree
The instructor was actively helpful and genuinely concerned with your progress	5	4	3	2	1
The instructor was able to elicit productive, stimulating classroom discussion.	5	4	3	2	1
This course has encouraged critical thinking and analysis.	5	4	3	2	1

In what ways has this course encouraged critical thinking and analysis?

Assignments, Feedback and Grading					
Exams, papers and written homework assignments have been designed to reflect and utilize the course material.	5	4	3	2	1
Exams, papers and written homework have been carefully reviewed and fairly judged.	5	4	3	2	1
Exams, papers and written homework have been designed to encourage critical thinking and writing.	5	4	3	2	1
Exams, papers and written homework gave you opportunities to develop your own original ideas.	5	4	3	2	1

What types of assignments were most successful? Which were not?

Multidisciplinary Approach	Strongly Agree				Strongly Disagree
This course helped me see connections between developments in science and in technology and their effects on society	5	4	3	2	1
This course helped me explore the ethical, enviromental, social, economic and political context of issues in science, technology and society	5	4	3	2	1
This course helped me see inter-connections and/or contrasts between various disciplines	5	4	3	2	1
This course helped me to become interested in disciplines I had not studied before.	5	4	3	2	1

Overall Evaluation - Please use this opportunity to share with your instructor your overall assessment of the course.

You may want to comment on:

- whether you have gained any new insights through the multi-disciplinary approach.
- whether the course was a challenging intellectual experience.
- suggestions for improving the content, presentation, resources and assignments of the course.
- whether you would recommend it to others and why.

NASSAU COMMUNITY COLLEGE
LEARNING COMMUNITY STUDENT EVALUATION

Learning Community Courses:

1. _____ Instructor _____

2. _____ Instructor _____

3. _____ Instructor _____

Semester/Year _____

Did you drop or withdraw from any of these courses in the Learning Community?

1. _____

2. _____

If so, what was your reason? _____

_____

_____

I. Please answer the following questions:

1. What was most useful to you in the Learning Community?

_____

_____

_____

2. What problems or defects were there?

_____

_____

_____

3. If you could change the Learning Community in any way, what would you do, and why?

_____

_____

_____

II. Please check the appropriate box:

4. Did you get to know other students in the Learning Community?
   More so than in regular classes ____
   About as much as usual ____
   Less so than usual ____

5. Did you spend time with other Learning Community students outside of class?
   Often _____ Occasionally _____ Never _____

6. Did you study with other Learning Community students outside of class?
   Often ____ Occasionally _____ Never _____

7. Did you carpool with other Learning Community students?
   Often _____ Occasionally _____ Never _____

8. Was material assigned in one Learning Community class ever discussed in another of the courses?
   Often ____ Occasionally _____ Never _____

9. Did you ever find that what you learned in one Learning Community course helped you to understand material in another?
   Often ____ Occasionally _____ Never _____

10. Did any of the Learning Community courses help you to improve your study or reading skills in a way useful in another of the courses?
    Often ____ Occasionally _____ Never _____

11. Did the Learning Community help you to make connections between ideas taught in different courses?
    Yes, a lot ____ A little _____ Not at all _____

12. How much did you participate in discussions in your Learning Community classes?
    More than I usually do _____
    About the same as usual _____
    Less than I usually do _____

13. Was this a good semester for you?
    Better than usual ____ The same as usual ____ Worse than usual ____

14. Compared to other courses, how much did you learn in the Learning Community courses?
    Much more _____ About the same ____ Not as much ___

15. Was the amount of work
More than usual ___ About the same ____ Less _____

16. Did you have a chance to develop some original ideas in the Learning Community courses?
yes _____ no _____

17. Did you prepare before coming to class?
Usually _____ Half or less than half the time __

18. Did you actively participate in class discussions?
Yes _____ No _____

19. Would you recommend the Learning Community to someone like yourself?
Yes ____ No _____
Please explain your response _____

_____

_____

20. What is your overall evaluation of the Learning Community?
Outstanding ___ Good ___ Adequate ___ Poor ___

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Learning Communities Workshop Evaluation

This is our first learning communities workshop and we are most interested in your response to the days we've worked together. We need to know what was most useful to you, what was less so and what we need to add or change.

1 Which parts of the learning communities workshop did you find most useful?

_____

_____

_____

_____

2 Were there aspects of creating a learning community that we should have spent more time on?

_____

_____

_____

_____

3 Were there workshop sessions or activities that we should eliminate in the future?

_____

_____

_____

_____

4 Is there anything we should add to the workshop?

_____

_____

_____

_____

Please briefly evaluate the following workshop sessions or activities. Please circle the appropriate response.

VU = Very Useful
U = Useful
NVU = Not Very Useful
DNP = Did Not Participate

A Setting goals for the learning community.

VU U NVU DNP

B Exercise on thinking in the disciplines (Monday afternoon).

VU U NVU DNP

C Exploring Course Content (Wednesday, each participating faculty member describes their course content.)

VU U NVU DNP

D Developing A Theme for the Learning Community (Wednesday)

VU U NVU DNP

E Teaching Our Disciplines (Thursday, each participating faculty member teaches a lesson in their discipline.)

VU U NVU DNP

F Social and Psychological Dynamics of Learning Communities (Jack Dumas)

VU U NVU DNP

G Working With Transitional Students (Myrna Skidell and Lem Cooley)

VU U NVU DNP

H Developing Course Materials

VU U NVU DNP

Please indicate whether you strongly agree (SA), agree (A), disagree (DIS), strongly disagree (SD) or are not sure (DK) about the statements.

1 As a result of the workshop I feel well prepared to teach in a learning community.

SA A DK DIS SD

2 As a result of the workshop I feel I better understand the disciplines of other faculty who will be teaching with me.

SA A DK DIS SD

3. I think the workshops allowed me to explain my course and my discipline.

SA A DK DIS SD

4. The workshops helped me to clarify the goals of the learning community I will be teaching in.

SA A DK DIS SD

5. The workshops helped me to understand the growth and development of learning communities.

SA A DK DIS SD

Please feel free to add any additional comment below: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

u

NASSAU COMMUNITY COLLEGE
INTERDEPARTMENTAL MEMO

Date: May 2, 1994

To: Members of the Multidisciplinary Faculty Seminars
Spring, 1994

From: Linda Schneider

Subject: Your Evaluation of the Seminar

As you are aware, faculty seminars are funded by a grant from NEH/FIPSE/ NSF called Initiative in Science and Humanities Education. We are expected to prepare evaluation reports on our work for these agencies. They want to hear about our progress in creating new courses, etc., but they also require "formative" evaluation, that is evaluation of the process by which we achieve our goals. For this purpose we need your written evaluation of your experience in the faculty seminar.

Please write a letter, telling whatever you wish about your experience participating in the seminar. (Address it to me.) We may excerpt your letter in our evaluation report, but we don't have to send the whole thing. So be honest: we want your constructive criticism as well as your praise.

Some topics we would like to hear about include:

* What did you think of the seminar format?
* How was the workload?
* How much did you learn?
* Do you feel prepared to teach the course?
* Has the seminar helped you to "integrate" science and humanities perspectives and materials on this topic?
* Has the seminar helped clarify for you the differences between the sciences and the humanities?
* Did seminar participation have any effect on your teaching in your discipline?

* Have you made new contacts among the faculty?
* Do you have any suggestions for improving the seminar in the future?
* How useful were any films shown? Consultants?
* What sorts of ongoing activities will be useful to you when you teach the course?

Please send the letter to me by the middle of June. I'd appreciate it if you would mail it to my home (398A 9th Street, Brooklyn, NY 11215). Thanks very much.

Linda